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ABSTRACT

This report presents the results of a study of the Catholic elementary schools in greater Cincinnati. Primary purpose of the study was to determine whether too many small elementary schools and too many small classes make consolidation of Catholic elementary schools in the Cincinnati area economically desirable in light of declining population and enrollment trends. Separate chapters describe the background and purpose of the study, results of a survey of parish school pastors, results of a survey of parish school principals, results of site visitations of 28 selected parish schools, and the study team's recommendations for specific elementary schools and for the Archdiocese as a whole. (JG)

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A STUDY OF THE CATHOLIC ELEMENTARY SCHOOLS IN GREATER CINCINNATI

OFFICE OF EDUCATIONAL SERVICES
UNIVERSITY OF DAYTON
DAYTON, OHIO 45469

EA 009 886

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UNIVERSITY OF DAYTON
DAYTON, OHIO 45469

LETTER OF TRANSMITTAL

January, 1977

Rev. Jerome A. Schaeper
Superintendent of Schools
Archdiocese of Cincinnati
220 West Liberty Street
Cincinnati, Ohio 45201

Dear Father Schaeper:

The Office of Educational Services, University of Dayton, is pleased to submit this report of its study of the Catholic elementary schools of greater Cincinnati. The report includes a description of the background and purpose of the report, the results of the parish study, the school surveys and site visitations. Finally, there are recommendations for specific schools and the Archdiocese.

The Superintendent and his staff, the principals and pastors are thanked for their cooperation. It is the hope of the Office that they will find the information and recommendations useful in their decision-making. The Office stands ready to assist in this process if requested to do so.

The reader is cautioned to see this report as a resource for the Catholic elementary schools. It, in no way, represents the policies of the Superintendent's office, pastors, principals or boards.

Sincerely,

John O. Geiger

John O. Geiger, Director
Office of Educational Services

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CHAPTER I

BACKGROUND OF THE STUDY

In February of 1976, the Office of Educational Services, University of Dayton, completed and submitted its Study of Thirteen High Schools in Greater Cincinnati to the Office of Education, Cincinnati Archdiocese. A recommendation from that study urged the Archdiocese to conduct a similar study of the elementary schools located in the same general geographic area.

A number of reasons were listed for the recommendation:

"a. There appears to be too many small elementary schools which may be too expensive.

b. There appears to be too many small classes (under twenty students) which may be creating added expense.

c. Consolidations may be possible...

d. It does seem important to establish a definite policy regarding kindergartens and re-establishing first and second grades where they have been dropped.

e. Population declines in Cincinnati and the slowing of the growth rate in Hamilton County are having and will have serious effects upon the elementary school enrollment."[1]

Based on this recommendation a study of the Catholic elementary schools in the greater Cincinnati area was commissioned to the Office of Educational Services. The study was to be completed by the end of 1976.

Events over the past several years and even as recent as the

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[1]A Study of Thirteen Catholic High Schools in Greater Cincinnati

time of this report make the study necessary. In the foreground are declining enrollments, particularly in the smaller schools. For instance, whereas change in enrollment from 600 to 525 may be accommodated, a decline from 200 to 125 may be critical. Furthermore, the general decline in the birth rate and the rather sharp population decline in the central city (where many of the smaller schools are located) have made the support of schools in that area difficult. These circumstances are not likely to reverse themselves. Data presented in Chapter II show the decline in baptisms, church attendance and membership, especially in the central city.

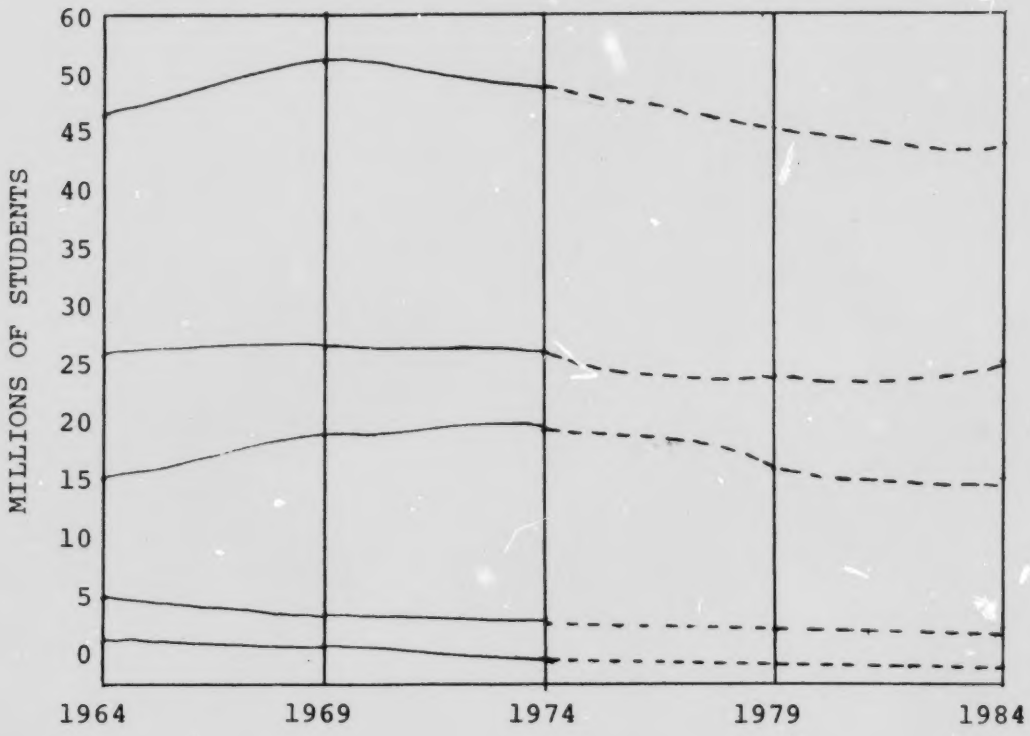
National enrollment data for student populations through the mid 1980's also give credence to the problem. The following table and figure are taken from enrollment data and estimates based on (1) U.S. Department of Health, Education and Welfare, National Center for Education Statistics; (2) National Education Association Publications; and (3) U.S. Department of Commerce, Bureau of Census Reports.

TABLE I
SUMMARY OF SELECTED TRENDS IN EDUCATION:
UNITED STATES
1964-65 TO 1984-85

CHARACTERISTIC	FALL 1964	FALL 1974	% CHANGE	FALL 1984 (PROJECTED)	% CHANGE FROM 1974
ENROLLMENT	(THOUSANDS)			(THOUSANDS)	
Public K-12	41,416	45,056	+ 9%	40,600	-10%
Non-Public K-12	6,300	4,700	-25%	4,200	-11%

FIGURE I.

ENROLLMENT IN GRADES K-12 OF REGULAR DAY SCHOOLS
BY INSTITUTIONAL CONTROL AND ORGANIZATIONAL LEVEL:
UNITED STATES, FALL 1964 TO 1984



Non public enrollments took their sharpest decline prior to 1974 and are projected to stabilize after 1979. One must be cautious concerning this stability since it can easily be influenced by several factors. First, the migration to the suburbs causes a shift of the students available to a parish school in the central city. Hence, national trends may not be useful for making projections for individual parish schools. Secondly, inflation causing a rise in tuition costs could easily decrease the number of potential students available.

Already, significant changes have taken place in Archdiocesan elementary schools. Mergers have been effected, some by combining the populations of two schools and reorganizing grades; some by closing a school building and shifting the students to another building; and others by simply closing a school when it becomes impossible financially to keep it open. Examples are Gressle School (St. Matthew and St. Elizabeth), and Holy Family, Our Lady of Grace and Our Lady of Perpetual Help (in 1976) organized as lower and upper elementary schools. Discussions between other parishes are presently under way concerning various changes.

One other concern to which the study will address itself is the issue of racial balance and the Archdiocesan commitment to Catholic education in the central city. Since participation in Catholic education is a voluntary matter, drastic changes in attendance areas or extensive movements of children without parental approval could easily have a further deteriorating effect on school enrollments.

The study design included a survey of parish pastors (Chapter II), and a survey of school principals (Chapter III). Information gathered from these surveys, in addition to data gathered from other sources, resulted in the identification of target schools for on-site visitations and principal's interviews. Twenty nine schools were extensively investigated in this process and fifteen others were more quickly surveyed. Site visitations are reviewed in Chapter IV. After numerous meetings, discussions and analyses, the recommendations in Chapter V were developed.

CHAPTER II

PARISH STUDY

The survey form for the pastors of the various parish schools was used to solicit information and opinions about educational policies and management. The pastor as leader of the parish is in a most influential position to effect the operation and future directions of the school. The survey was designed by the University of Dayton Office of Educational Services and submitted to the Archdiocese Superintendent of Schools for approval. A similar questionnaire was sent to the school building principal. Several items were to be used as cross references.

The pastor survey was sent in September with a follow-up letter two weeks after the initial mailing. The returns were not as good as might be expected. Three of the surveys were not signed and one pastor refused to take part in the study. All information was used if available. The following is a breakdown of returns:

	Sent	Returned	%
Pastor Survey	83	52	62.6
Principal Survey	78	72	92.3
Both		43	55.1

The small number of returns from both the principal and pastor from the same school results in gaps in the information presented later in this report. It was felt by the survey group that one reminder was sufficient. Since all mail was sent first class and returned letters mailed again it was assumed that they

all arrived at the proper destination. A copy of the Pastor Survey Form with a complete numerical tally of responses appears at the close of this chapter.

The pastors indicate that they believe the importance of Catholic education is not on the decline and that the major roles of Catholic education are religious education, moral training and high academic training, in that order. It was also indicated that they believe parish membership was in support of Catholic schools (47 Yes and 2 were not sure).

Slightly more than half (56.9%) of the pastors agreed that reorganization and consolidations would be a satisfactory solution to the problem of declining enrollment and financial support. The others were equally divided between opposition to this method and not certain as to its effectiveness. This data compares favorably with the response to the last question asking for a preference of solutions. Over 51% gave reorganization as their first choice. There was no large objection to any combination of grades in a building (K-8; K-4, 5-8; or K-3, 4-6, 7-8).

The question of kindergarten and first grade was raised. In those buildings not having first grade only two of them are not in favor of returning it. Of those not having kindergarten two-thirds do not wish to have a kindergarten. In both cases lack of room and inadequate financial support are given as reasons.

Question 9 deals with support of the various facets of the school program that, for the most part, are directly effected by dollar amounts. With only two exceptions, all the areas listed were viewed as adequately supported. Only in the area of teacher

salaries (67% indicated adequate support) and proper ratio of religious teachers (57% indicated adequate support) was there any major concern over having been able to support those areas of the school program.

Information on pupil services is inconclusive and will be addressed in Chapter III.

Pastors indicated that, to date, teacher recruitment has been no problem. Only five presented this as a problem with 43 indicating no problem.

A request was made in Question 13 to indicate the percent of income from various sources. The distribution varies widely for the schools responding as indicated by Table II.

The major sources of funding as can be expected are from tuition (about 25%) and parish support (75%). Other sources, where indicated by the pastors, account for a relatively small percentage. There are eight schools receiving direct Archdiocesan financial support, but only four of them responded. Of these four the average amount of support is about 33%. As for a change or increase in any of the sources of income, opinions vary. About 40% would prefer to see an increase in tuition while, predictably, 60% would prefer no change. Only one-fourth envision an increase in parish support; the remainder see this amount as likely to remain stable or decrease. A number did indicate a possible increase in gifts, grants and scholarship support. Several pastors were hopeful of some increase in income through state sources.

Pastors tend to think the services from the Office of Education are adequate, for the most part. Financial assistance and

TABLE II

PERCENT OF INCOME BY SOURCE

SOURCE	PERCENT										MEDIAN
	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100	
Tuition	2	11	25	7	2	1					24%
Parish Support						3	8	15	20	3	78%
Archdiocese			1	3							33%
Fund Raising	8	3	2								5%
Gifts, Grants, etc.	11	2									5%
Other	2	4									12%

Source: Pastor Survey

psychological services were indicated as being needed. The complete tally for this question follows.

TABLE III

OFFICE OF EDUCATION SERVICES
PASTOR EVALUATION

		ADEQUATE	NEED MORE	NEED LESS
(a)	School policy development	34	4	4
(b)	Help in teacher recruitment	25	7	5
(c)	Curriculum planning	32	4	5
(d)	Financial assistance	5	14	4
(e)	Religious Education	31	7	4
(f)	In-service (Archdiocese)	31	6	4
(g)	In-service (Building)	27	7	4
(h)	Psychological services	8	28	5

A number of the pastors made individual comments concerning the need for services they believed to be of help but were not now available. Even though several might be interpreted as part of a listed service, all comments are listed.

a. Substitute list
b. Testing service
c. Salary schedules
d. Text book study
e. Remedial reading
f. Consolidation assistance
g. Research services
h. Recruitment of minority staff
i. Speech and hearing therapy
j. Legal advice
k. Adult workshops
l. Classroom supervision

Attitudes about mass purchasing or cooperative purchasing through a central source were surveyed. Most parishes deal directly with salesmen or jobbers and most purchases are made on

a yearly basis. Only four indicated that bids are requested and only one indicated a cooperative purchasing procedure with another parish. On the other hand, 33 of the 43 responding to the question indicated favor toward a system of cooperative purchasing of items common to most schools.

In the face of declining enrollments, the pastors generally favor some plan of reorganization, consolidation or merger. Twenty-two percent were satisfied with the way things are and only eighteen percent said some schools should be closed. Sixty percent favored the method of merger or reorganization.

Table IV is a compilation of data from the pastor survey, principal survey, Archdiocese reports and Office of Educational Services. It represents an attempt to profile the various parishes. The blanks on the table are the result of poor returns of the survey. School enrollment figures may vary slightly from official enrollments since the reports use September enrollments. Parish membership figures are given by pastors and in some instances reflect the estimated families in the parish.

Several items of information are significant. A comparison of the baptismal figures for the 10 year period shows evidence of the decline in the birth rate and perhaps a decline in the number of Catholic parents having their children baptized; only four showed more baptisms in 1974 than in 1964 and only three remained at the same figure. An increase in Sunday church attendance over the same 10 year period is indicated by only 11 of the parishes. A similar number showed no or very little decline. These parishes are mostly located away from the central city area.

The last column of the table is labeled "Survival Rate." This is a comparison of the number of 1964 baptisms with the actual school enrollment of the seventh grade in 1976. While a number of factors certainly influence this rate, an extremely low rate of survival could indicate enrollment problems. A further study of baptisms and school enrollments might provide some indicators of future enrollments. At any rate, survival percentages ranged from a low of 11.1% to a high of 438.5%, the median being 58.6%. It is interesting to note that the schools with the smallest enrollments, those that became target schools for further investigation were, with only one exception, all below the median survival rate.

TABLE IV

PARISH - SCHOOL DATA

SCHOOL NAME	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	1974	1976	SURVIVAL RATE #	%
1) St. Agnes	1236	1025	84	23	2187	691	348	171	150	21	25.0
2) All Saints	1020	1046	83	38	3425	2709	763	600	552		
3) St. Aloysius Bridgetown	1170	1150	88	106	3333	3184	631	520	479	57	64.8
4) St. Aloysius Delhi			53	24	758	572	216	176	194	27	50.9
5) St. Ann Groesbeck			187	76	3482	2954	1136	792	692	104	55.6
6) Annunciation			69	30	1743	984	298	205	189		
7) St. Anthony	645	350	86	14	631	347	202	228	176	23	31.3
8) St. Antoninus			100	57	3076	2747	791	791	791	138	138.0
9) Assumption			60	21	602	196	984	682	653	92	153.3
10) St. Augustine			24	6	340	84	132	90	91	8	33.3
11) St. Bartholomew			80	53	2206	2470	560	541	461	68	85.0
12) St. Bernard Taylor Creek	550	800	53	52	956	1124	385	295	292	37	69.8

Table IV--continued

SCHOOL NAME	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	1974	1976	SURVIVAL RATE #	%
13) St. Bonaventure			72	36	1434	592	355	130	130	20	27.8
14) St. Boniface	800	650	71	36	1846	752	375	196	192	24	33.8
15) Cardinal Pacelli Christ the King	2300	2300						403	397	59	
16) St. Catharine	1870	1870	170	134	3614	2875	784	692	669	98	57.6
17) St. Cecilia	1975	1800	126	74	2906	1701	425	335	309	42	33.3
18) St. Charles Borromeo			33	11	850	535	154	130	130	13	39.4
19) St. Clare	1450	1380	102	44	2262	1436	440	275	268	49	48.0
20) St. Clement			85	33	2716	1629	570	403	371	65	76.5
21) Cure of Ars			54	26	1544	855	372	178	173	34	62.9
22) St. Dominic	1650	1750	197	102	3740	3302	975	949	886	140	71.1
24) St. Francis de Sales	320	350	54	23	1321	575	155	145	168	16	61.0
25) St. Francis Seraph			110	29	700	246	230	211	196	31	28.2
26) St. Gabriel			118	54	1925	1380	475	364	317	49	41.5
27) St. George			57	38	1583	1372		244	218	27	47.4

Table IV--continued

SCHOOL	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	1974	1976	SURVIVAL RATE #	%
28) St. Gertrude			102	49	2793	2740	605	466	384	68	66.7
29) St. Matthew			39	28	1546	717	330				
St. Elizabeth (Gressle)			42	18	1685	792	330	294	279	40	49.4
30) Guardian Angels	2700	2700	177	108	3806	3528	1232	879	897	116	65.5
31) Holy Family -	2000	1800	92	45	2088	859	504				
Our Lady of Grace	1000	825	39	11	941	515	256	293	300	46	35.1
32) St. Ignatius	800	1200	92	72	2204	2752	703	664	609	93	101.1
33) Immaculate Heart of Mary	980	1250	73	103	1868	3203	385	477	530	70	95.9
34) St. James - White Oak	5915	5970	153	84	3852	4743	947	1235	1122		
35) St. James - Wyoming			86	43	2406	1501	522	228	222	32	37.2
36) St. John the Baptists - Dry Ridge	670	780	88	48	1558	1784	394	341	346	52	59.1
37) St. John - Harrison			77	57	1529	1598	403	255	288		
38) St. John - Deer Park	2900	2600	141	46	3630	2167	646	405	349		

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Table IV--continued

SCHOOL NAME	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	1974	1976	SURVIVAL RATE #	%
39) St. Joseph			66	55	751	403	330	273	442		
40) St. Jude			114	78	3584	3678	950	744	677	92	80.7
41) St. Lawrence	2750	2700	114	90	3142	2018	634	384	374	47	41.2
42) St. Leo			75	24	879	154	216	185	174	25	33.3
43) Little Flower	1285	1364	151	101	3248	3091	566	502	539	74	49.0
44) St. Margaret of Cortona	1100	1000	59	44	1696	950	440	205	216	29	49.2
45) St. Margaret Mary	1400	1300	129	68	3945	2598	1057	657	613	88	68.2
46) St. Mark			84	49	1376	319	226	220	275	31	36.9
47) St. Martin	2100	2100	184	115	4852	3103	806	630	555	77	41.8
48) St. Martin de Porres			32	9	339	112	142	100	87	7	21.9
49) St. Mary	1175	1000	92	54	3023	2082	547	417	433	58	63.0
50) St. Michael			13	26	223	191	460	366	309	57	438.5
51) St. Monica	400	375	54	21	1282	541	234	160	120	29	53.7
52) Nativity	1250	1100	117	71	3405	2308	698	417	380	49	41.9

Table IV--continued

SCHOOL NAME	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	1974	1976	SURVIVAL RATE #	%
53) Our Lady of Lourdes	1840	1840	164	87	3741	3456	936	800	771	112	68.3
54) Our Lady of the Rosary	1100	1200	140	103	2711	2493	707	347	341	51	36.4
55) Our Lady of Sacred Heart			90	22	2030	1592	680	364	302	58	64.4
56) Our Lady of Victory	6809	7200	180	92	3292	3267	1107	1071	948	165	91.7
57) Our Lady of Visitation	3600	4400	61	67	1804	2134	572	661	644	92	150.8
58) Our Mother of Sorrows	625	730	72	48	1662	1327	337	241	227	35	48.6
59) SS. Peter & Paul-Norwood			73	14	1930	898	324	146	149	35	47.9
60) SS. Peter & Paul-Reading	800	800	97	76	2621	1666	566	270	270		
61) St. Pius	65	75	32	63	256	169	84	180	208	27	84.4
62) Resurrection	1200	1000	64	40	1583	993	371	202	155	20	31.3
63) St. Richard of Chichester			32	24	795	865	221	154	131	24	75.0
64) St. Saviour	1500	1500	201	77	4232	2702	1276	659	534	68	33.8

Table IV --continued

SCHOOL NAME	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	197.	1976	SURVIVAL RATE #	%
65) St. Theresa of Avila	2300	2300	135	109	5089	4339	989	793	680	114	84.4
66) St. Thomas More Withamsville			81	46	1627	1128	267	250	283	35	43.2
67) St. Veronica-Mt. Carmel			93	92	1200	1390			260	36	38.7
68) St. Vincent Ferrer	750	850	38	45	1639	1766	405	262	234		
69) St Vincent de Paul			18	21	288	858	120	66	68	2	11.1
70) St. Vivian		4300	177	70	4257	2759	1160	727	605	95	53.7
71) St. William			168	106	5360	3335		793	710	111	66.1
95) St. Bernadette Amelia			38	34	743	545	213	231	129	19	50.0
101) St. Ann - Hamilton	1350	1350	72	45	2432	1645	585	304	324	44	61.0
102) Corpus Christi Hamilton	1658	1721	203	186	2171	2180		304	331	33	16.3
103) St. Joseph - Hamilton			52	19	1225	632	280	210	219		
104) St. Mary - Hamilton	634	726	34	28	1335	1157	237	132	133	11	32.3

17.

Table IV --continued

SCHOOL NAME	PARISH MEMBERSHIP FAMILIES 1973	1976	BAPTISMS 1964	1974	SUNDAY CHURCH ATTENDANCE 1964	1974	SEPT. SCHOOL ENROLLMENT 1964	1974	1976	SURVIVAL RATE #	%
105) St. Peter - Hamilton			110	73	2557	2142	595	280	296	43	39.0
106) Catholic Central 107) Community	834	834	106	99	3146	2743		275	283		
109) St. Columban - Loveland			104	75	1710	1560	506	403	412	70	67.3
St. Andrew 112) Elizabeth Seton Milford			125	94	2092	2038		372	336		
114) St. Louis - Owensville			29	29	618	560	217	141	138	17	58.6

Source: Pastor Survey 1976 - Office of Educational Services
Comparative Study Archdiocese Parishes 1974 - Office of Planning & Research
September Enrollment Reports - Office of Education

UNIVERSITY OF DAYTON
DAYTON, OHIO 45469

CENTER FOR VALUES
IN EDUCATION
EDUCATIONAL SERVICES

August 18, 1976

Dear Pastor:

The enclosed survey form is a part of the Catholic Elementary School Study requested by the Archdiocese. We respectfully request your completing this form and returning it in the enclosed envelope.

The purpose of the questionnaire is to solicit from you as the parish leader, information which will be needed in making recommendations in the final report. If you have any additional comments to make, feel free to commit them to paper and return with the questionnaire.

Sincerely,

John O. Geiger
Director

Herman Torge
Field Services Specialist

HT:jy
Enclosures

CENTER FOR VALUES IN EDUCATION

OFFICE OF EDUCATIONAL SERVICES

PASTOR SURVEY

Directions:

Please check any and all answers that apply. Return the form in the enclosed envelope including any comments you may wish to make.

Background Information:

Parish _____

Person completing form _____

Parish Membership _____ Present

_____ 1975

_____ 1974

_____ 1973

Please check all that apply

1. Do you feel that the importance of Catholic schools is declining?

   4 Yes

   45 No

   1 ?

2. What do you feel to be the major role(s) of Catholic schools?

   27 High academic training

   18 Discipline

   39 Moral training

   11 Teach respect

   5 Vocational training

   44 Religious education

   ___ Other _____

   _____

3. Do you feel that the membership of your parish generally is in support of Catholic schools?

   47 Yes

   - No

   2 ?

4. Do you feel that mergers and/or consolidation are satisfactory solutions to problems of enrollment and finances in elementary schools ?

   29 Yes

   11 No

   11 ?

5. Do you have objections to any of the organizational patterns for elementary schools as listed in the following?

Yes	No	?		
4	40	2	(a)	Kindergarten through 8th grade in one building
12	26	4	(b)	K-3; 4-6; 7-8; each group in its own building
5	35	3	(c)	K-4; 5-8; each group in its own building

6. Does your parish school include:

Yes	No	
2	46	Kindergarten
40	9	Grade One

7. If No, would you favor their return?

Yes	No	?	
12	24	4	Kindergarten
9	2	-	Grade One

8. If you do not have Kindergarten and/or Grade One and favor their inclusion in the school program, what factors are keeping them out?

3	(a)	Lack of adequate staff
23	(b)	No room
21	(c)	Lack of adequate finance
5	(d)	Too few students
___	(e)	Other _____

_____

9. Do you feel your parish school has been able to adequately support in the past five years, the following areas:

Yes	No	?		
45	2	1	(a)	Building maintenance
42	1	4	(b)	Textbook revisions and purchases
33	15	1	(c)	Teacher salaries
37	3	8	(d)	Library material purchases
42	1	5	(e)	School supply purchases
41	4	3	(f)	Adequate custodial and similar staff
40	5	3	(g)	Daily building care
28	14	7	(h)	Proper ratio of religious teachers
38	7	3	(i)	Religious Education Materials

10. Does your school use the following services?

Yes	No	?		
1	46	-	(a)	Class(es) for educable mentally retarded students (EMR)
14	35	-	(b)	Classes for learning disabilities (LBD)
31	16	2	(c)	A specialist for music
15	32	2	(d)	A specialist for art
19	28	1	(e)	A specialist for physical education
18	26	-	(f)	Counseling. If "Yes", what grades?_____
21	23	1	(g)	Psychological services
29	18	1	(h)	Religious Education Specialist

11. Are you finding it difficult to recruit satisfactory teachers?

5 Yes. If "Yes", in what areas? RELIGIOUS

43 No _____

2 ? _____

12. For what reason(s)

4 (a) Unable to meet salary competition

2 (b) Lack of supply

3 (c) Lack of qualifications (educational)

3 (d) Lack of qualifications (spiritual, moral, etc.)

___ (e) Other _____

13. Approximately what per cent of total support for education in your parish school comes from the following

__% (a) Tuition

__% (b) Parish support

__% (c) Archdiocese

__% (d) Fund raising

__% (e) Gifts, grants, scholarship support

__% (f) Other _____

14. Would you see this distribution as being more equitable if changed?

Increase	Decrease	No Change		
18	___	26	(a)	Tuition
9	11	17	(b)	Parish support
7	___	9	(c)	Archdiocese
11	___	10	(d)	Fund raising
14	___	8	(e)	Gifts, grants, scholarship support
3	___	___	(f)	Other STATE AID

15. Please evaluate the amount of service and assistance provided to your school by the Office of Education.

Adequate	Need More	Need Less		
34	4	4	(a)	School policy development
25	7	5	(b)	Help in teacher recruitment
32	4	5	(c)	Curriculum planning
5	14	4	(d)	Financial assistance
31	7	4	(e)	Religious Education
31	6	4	(f)	In-service (Archdiocese)
27	7	4	(g)	In-service (Building)
8	28	5	(h)	Psychological services

16. Please list services not now available from the Office of Education that would be of help.

1. _____
2. _____
3. _____
4. _____
5. _____

17. How are materials and supplies purchased by your school?

37 (a) Directly by us from salesmen or jobbers

4 (b) By bid from our office

1 (c) By bid in cooperation with other parishes

24 (d) Most purchases on a once a year basis

5 (e) _____

___ (f) _____

18. Would you favor some system of cooperative purchasing on items common to most schools (paper, duplicating materials, office supplies, etc.)?

33 Yes

4 No

6 ?

19. If elementary school enrollment continues to decline, several alternatives are available. Please rank the following courses of action in accordance with your preference (1-most preferred)

____Close one or more elementary schools

____Reorganize elementary attendance areas to more equally distribute students in present buildings

____Maintain the present system

____Other_____

_____

Please return in the enclosed envelope. Feel free to include any suggestions. We thank you very much for your help and cooperation.

Return within one week.

CHAPTER III

ELEMENTARY SCHOOL SURVEY

A survey similar to the one sent to the parish pastors was sent to the principals of all parish schools. Its purpose was to get more specific up-to-date information directly from the school. A copy of this survey form with a tally of responses is enclosed at the end of this chapter.

The form was mailed in late September and was followed by a reminder letter two weeks later to those not yet responding. Returns were much higher from the principals than from the pastors. Seventy-eight forms were sent. Seventy-two were returned for a rate of 92.3%.

In discussing the responses to the questions, some of the data will be by-passed at this time and referred to later in the chapter under the discussion of the school profiles.

Survey of Principals

A request was made to list those special teachers (art, music, etc.) who spend any time at all in the building. This data, coupled with an indication of facilities for instruction in that particular area, appears on the following page.

TABLE V

SPECIAL TEACHERS AND INSTRUCTIONAL AREA
CATHOLIC ELEMENTARY SCHOOLS

AREA	SCHOOLS HAVING PERSONNEL		FACILITY SHARED YES	NO
Art	10		21	13	24
Music	32	Vocal	35	13	12
		Instr.	26	10	24
Library	27		65	2	3
Phy. Ed.	25		48	11	7

A review of the table shows that the facilities available far outnumber the building personnel specifically trained in the special subject area. The increase in available facilities is due in part to the declining enrollment in many schools. As classrooms are no longer needed for regular instruction they are converted to library, music, art and conference areas.

Of all those responding, no school has a class for EMR (Educable Mentally Retarded) and only one has a class for LBD (Learning/Behavioral Disabilities) students. Eight schools have some guidance personnel, 9 have speech and hearing, and remedial reading is available in 16 schools (some through cooperative programs with the public schools).

Although the greater majority (89.7%) prefer the present K-8 organization in one building, the possibility of changing to a pattern of K-4 and 5-8 in separate buildings still meets with considerable approval (71.2%).

Those schools not presently having kindergarten or first grade are in favor of their return (74.5%). At the same time they indicate that both finances and lack of available space are major deterrents to starting kindergarten and first grades.

The ability of the school to adequately support various areas of the educational endeavor is viewed positively by most principals. There are three areas where a number of principals voiced concern. In the areas of building maintenance and adequate custodial staff, about 20% indicate a concern about not being able to meet the increasing financial demands of these needs. Likewise, for teacher salaries; 34% indicate that this is an area where support is inadequate. This is corroborated by those who have problems in recruiting staff. Those who do (27%), list salary competition as one of the major reasons.

Principals view the Office of Education as adequately supplying most services listed. One area, however, stands out as a service they want the Office to perform; 89% indicated a need for psychological services. Financial assistance was also indicated as a need. Of the 42 principals responding, 29 indicate a need in this area. Additional assistance in teacher recruitment and school policy development was also indicated by about 22%.

The following items listed are suggestions by the respondents for Office of Education services not now available or perceived to be available.

Substitute List
Testing Services (12 requests)
Guidance Services
Curriculum Supervision
Speech and Hearing
Legal Assistance
Salary Schedules
Classroom Supervision

Federal Lunch Program
L.D. Help
Group Purchases

Business Management
Policy Planning and Enforcement

Most materials and supplies are purchased by the individual school directly from salesmen or jobbers. Most of these are purchased on a once-a-year basis. Only three indicate a bidding procedure and only four indicate any cooperative effort with other parishes. It is interesting to note that two principals indicate that books are purchased by bid through the public school.

The plan known as Institutional Purchasing is used by 57% of the principals but comments written on the form indicate dissatisfaction because of poor service and high prices. Over 77% of the respondents favor some workable cooperative purchasing arrangement. Some of those not in favor gave reasons of previous poor service, storage problems and difficulties of deliveries.

Principals were asked to indicate their preference for alternative solutions to the problem of declining enrollments. Only two indicate that when enrollment declines significantly the school should be closed. Forty-three (59.7%) indicate that reorganizational measures should be undertaken to distribute students. Others (37.5%) want to leave attendance areas as they are. There were some suggestions offered such as heavier recruiting of a larger non-Catholic enrollment, and developing centralized elementary schools much in the image of the present high schools.

Archdiocesan Financial Support

Table VI shows a breakdown of schools that have a small

TABLE VI

SELECTED ELEMENTARY SCHOOLS:
NONCATHOLIC STUDENTS - MINORITY ADM - FINANCIAL SUPPORT

SCHOOL	TOTAL ADM	NONCATHOLIC ADM NO.	NONCATHOLIC ADM %	MINORITY NO.	MINORITY %	ARCHDIOCESAN SUPPORT
1. St. Agnes	155	64	41.3	122	78.7	No
4. St. Aloysius Delhi	194	4				No
7. St. Anthony	170	70	41.2	101	59.4	Yes
10. St. Augustine	91	46	50.5	54	59.3	No
13. St. Bonventure	130	8	6.1	4	3.0	No
14. St. Boniface	192	6	3.1	11	5.7	No
18. St. Charles Borromeo	130	10	7.7	1	.8	No
19. St. Clare	269	28	10.4	48	17.8	No
21. Cure of Ars	175	21	12.0	11	6.3	No
24. St. Francis de Sales	165	99	60.0	125	75.7	Yes
25. St. Francis Seraph	197	122	61.9	120	60.9	Yes
27. St. George	221	36	16.3	142	64.2	Yes

Table VI - continued

SCHOOL	TOTAL ADM	NONCATHOLIC ADM NO.	NONCATHOLIC ADM %	MINORITY NO.	MINORITY %	ARCHDIOCESAN SUPPORT
35. St. James-Wyoming	221	19	8.6	23	10.4	No
42. St. Leo	171	91	53.2	92	53.8	Yes
46. St. Mark	274	127	46.4	255	93.1	Yes
48. St. Martin De Porres	89	56	62.9	89	100.0	Yes
51. St. Monica	125	19	15.2			No
58. Our Mother of Sorrows	227	21	9.2	23	10.1	No
59. SS Peter & Paul - Norwood	160	53	33.1	10	6.2	No
61. St. Pius	208	150	72.1	196	94.2	Yes
63. St. Richard	134	19	14.2	14	10.4	No
69. St. Vincent de Paul	68	9	13.2			No
95. St. Bernadette	126	7	5.5			No
104. St. Mary - Hamilton	133	35	26.3	8	6.0	No

Source: Pastor Survey, 1976, Principal Survey, 1976, Office of Educational Services

enrollment (under 200) or else have a substantial number of non-Catholic students. Of these schools:

1. There are eight elementary schools receiving direct financial support from the Archdiocese.

2. Only two schools (#1 and #10) have a substantial non-Catholic enrollment did not receive direct financial aid from the Archdiocese.

3. Each school receiving aid also has a high percentage of minority students of their ADM:

   A. Percent Non-Catholic ADM

Low	16.3%
High	72.0%
Mean	50.7%

   B. Percent Minority ADM

Low	53.8%
High	100.0%
Mean	75.5%

Elementary School Profiles

Table VII gives the profiles of all the elementary schools on selected data. Briefly summarizing the profiles:

1. ADM ranges from a low of 68 to a high of 1122 with three schools under 100.

2. Grades available in the parish school are from K-8 to 2-8.

3. Classroom staff ranges from a low of 3.6 FTE to a high of 40 FTE.

4. The pupil-teacher ratio ranges from 18-1 to 38-1. Generally speaking, the smallest schools have the lowest pupil-teacher ratio.

5. Tuitions vary widely. For the individual student from the parish in 1976 the ratio ranged from no cost up to $200 plus fees. The most common tuition being $100, with only modest increases over the past three years. Each parish has its own adjustments for multiple enrollments per family with usually an upper limit.

6. Costs Per Pupil. These data were taken from the 1975 Financial Analysis of the Archdiocese. While the per pupil costs ranges from a low of $278 to a high of $674, the variance is suspect. The cost of instruction under "religion" tends to skew the data since the salary costs of religious personnel is quite low. A more meaningful and standard system of financial reporting is needed so that accurate per pupil costs can be determined. The accuracy of these costs is essential when determining rate of tuition for non-Catholics.

7. Minority percents in the various schools range from a low of 0% to a high of 100%. No attempt has been made to give an average. The greater minority enrollment tends to be centered in those schools remaining in the central city area.

8. The percent of non-Catholic enrollment tends to be highest in the central city area where minority enrollment is also at its highest (refer to Table VI). There is very little non-Catholic enrollment in the suburban schools.

TABLE VII

ELEMENTARY SCHOOL PROFILES
SELECTED DATA - SEPTEMBER 1976

SCHOOL	ADM 1976	GRADES	STAFF[1] F.T.E.	P.T.[2] RATIO	TUITION[3] 1974	TUITION[3] 1976	C.P.P.[4] 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
1) St. Agnes	150	1-8	6.5	23-1	100	125	617	78.6	42.7	
2) All Saints	522	1-8				45	499	.7		
3) St. Aloysius Bridgetown	479	1-8	16	30-1	75	100	424	.6	.0	
4) St. Aloysius Delhi	194	2-8	7	28-1	25	25	405	.0	2.0	
5) St. Ann-Groesbeck	692	1-8	22	31-1	100	100	327	1.7	.05	
6) Annuniciation	189				100	100	492	18.5		
7) St. Anthony	176	1-8	8	22-1	100	100	281	57.4	39.8	Yes

[1]F.T.E. - Fulltime Equivalent: Classroom Teachers only

[2]Does not include kindergarten

[3]Quoted for one parish student

[4]Taken from Financial Analysis: Cincinnati Archdiocese 74-75

Table VII--continued

SCHOOL	ADM 1976	GRADES	STAFF[1] F.T.E.	P.T.[2] RATIO	TUITION[3] 1974	TUITION[3] 1976	C.P.P.[4] 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
8) St. Antoninus	791	1-8	23	34-1	100	125	425	1.0	.4	
9) Assumption	653	1-8	22	30-1	100	100	355	5.2	1.2	
10) St. Augustine	91	K-8	5	18-1		30	640	59.3	50.5	
11) St. Bartholomew	461	1-8	17	27-1	100	100	405	2.3	.9	
12) St. Bernard	292	1-8	10	29-1	110	125	360	.0	.0	
13) St. Bonventure	130	1-8	6	22-1	100	140	480	1.0	6.2	
14) St. Boniface	192	1-8	8	24-1	100	150	577	5.7	3.1	
15) Cardinal Pacelli	397	1-8	15	26-1	100	100	553	.0	1.5	
16) St. Catharine	669	2-8	21	32-1	110	115	431	1.9	.0	
17) St. Cecilia	309	1-8	11	28-1	130	175	430	1.9	4.2	
18) St. Charles Borromeo	130	1-8	5	26-1	100	100	416	1.0	7.7	
19) St. Clare	268	1-8	11	24-1	100	125	420	17.9	10.4	
20) St. Clement	380	1-8	14	27-1	100	100	350	21.8	8.2	
21) Cure of Ars	173	1-8	8	22-1	130	150	365	6.4	12.1	
22) St. Dominic	886	2-8	30	30-1	72	100	353	1.0	.3	
24) St. Francis de Sales	165	K-8	8	20-1	100	125	674	75.8	60.0	- Yes

Table VII--continued

SCHOOL	ADM 1976	GRADES	STAFF[1] F.T.E.	P.T.[2] RATIO	TUITION[3] 1974	TUITION[3] 1976	C.P.P.[4] 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
25) St. Francis Seraph	196	1-8	8	25-1	50	60	594	60.9	62.2	Yes
26) St. Gabriel	317	1-8	10	32-1	100	100	278	16.7	5.4	
27) St. George	218	K-8	9	23-1	100	100	338	64.3	16.5	Yes
28) St. Gertrude	384	1-8	14	27-1	10	110	549	1.3	.5	
29) Gressle	279	1-8	11	25-1	15	35		6.1	1.8	
30) Guardian Angels	897	1-8	24	38-1	100	150	431	.1	.1	
31) Holy Family/ Our Lady of Grace	300	1-8	11	27-1	110	90	414	.0	.2	
32) St. Ignatius	609	2-8	21	29-1	125	125	359	1.8	.7	
33) Immaculate Heart of Mary	530	1-8	16	33-1	100	150	353	.0	.2	
34) St. James-White Oak	1122	2-8				20	338	.3		
35) St. James-Wyoming	222	K-8	9	25-1		300	462	10.4	8.6	
36) St. John the Baptist-Dry Ridge	346	2-8	13	27-1	100	125	469	.6	.0	

Table VII--continued

SCHOOL	ADM 1976	GRADES	STAFF[1] F.T.E.	P.T.[2] RATIO	TUITION[3] 1974	TUITION[3] 1976	C.P.P.[4] 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
37) St. John-Harrison	288	1-8			100	100	415	.0		
38) St. John-Deer Park	349	1-8			100	100	470	15.3		
39) St. Joseph	442	K-8			72	90	427	100.0		
40) St. Jude	677	1-8	24	28-1	104	104	353	.1	.0	
41) St. Lawrence	374	1-8	15	25-1		0	564	2.9	3.2	
42) St. Leo	174	1-8	8	21-1	75	75	459	53.8	52.3	Yes
43) Little Flower	539	1-8	19	28-1	100	100	573	1.6	.0	
44) St. Margaret of Cortona	216	1-8	8	27-1	100	100	432	2.8	5.6	
45) St. Margaret Mary	613	1-8	20	31-1	100	100	413	1.0	.7	
46) St. Mark	275	K-8	13	19-1		200	632	93.1	46.2	Yes
47) St. Martin	555	1-8	20	28-1	110	110	468	1.3	1.1	
48) St. Martin De Porres	89	1-8	4	22-1	50	31	306	100.0	62.9	Yes
49) St. Mary	433	1-8	16	27-1	100	135	477	1.4	.9	
50) St. Michael	309	1-8	11	28-1		115	427	.0	1.9	

Table VII--continued

SCHOOL	ADM 1976	GRADES	STAFF[1] F.T.E.	P.T.[2] RATIO	TUITION[3] 1974	TUITION[3] 1976	C.P.P.[4] 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
51) St. Monica	120	2-8	5	24-1	100	100	607	.0	15.8	
52) Nativity	380	1-8	15	25-1		100	547	13.0	2.6	
53) Our Lady of Lourdes	771	1-8	21.5	31-1	100	100	343	.8	.9	
54) Our Lady of the Rosary	341	1-8	12	28-1	100	100	449	1.5	.3	
55) Our Lady of Sacred Heart	302	1-8	11	27-1		0	529	.0	.3	
56) Our Lady of Victory	948	3-8	29	33-1		125	382	.0	.1	
57) Our Lady of Visitation	644	1-8	19	34-1	100	130	413	1.3	.8	
58) Our Mother of Sorrow	227	1-8	8	28-1	80	165	451	10.0	9.2	
59) SS Peter & Paul-Norwood	149	1-8	7.33	20-1		30	712	6.7	35.6	
60) SS Peter & Paul Reading	270	1-8			100	100	598	1.1		
61) St. Pius	208	1-8	8	25-1	50	50	475	94.5	72.1	Yes
62) Ressurection	155	K-8	6.5	23-5	100	200	524	.4	.6	
63) St. Richard of Chichester	131	2-8	6.33	21-1	100	100	411	9.9	14.5	

Table VII--continued

SCHOOL	ADM 1976	GRADES	STAFF[1] F.T.E.	P.T.[2] RATIO	TUITION[3] 1974	TUITION[3] 1976	C.P.P.[4] 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
64) St. Saviour	534	1-8	20	27-1	125	150	466	1.3	.4	
65) St. Theresa of Avila	680	1-8	25.66	26-1	100	100	403	.0	.6	
66) St. Thomas More Withamsville	283	1-8	9	31-1	100	100	422	1.4	.7	
67) St. Veronica-Mt. Carmel	260	1-8	8	32-1					.8	
68) St. Vincent Ferrer	234	1-8			100	100	549	5.1		
69) St. Vincent De Paul	68	1-8	3.66	19-1		0	623	.0	13.2	
70) St. Vivian	605	1-8	21	29-1	100	150	427	1.0	2.0	
71) St. William	710	1-8	24	30-1	100	100	426	.1	1.0	
95) St. Bernadette Amelia	129	2-8	6	21-1	100	100	361	3.2	5.4	
101) St. Ann-Hamilton	324	K-8	11	29-1			420	1.2	2.2	
102) Corpus Christi Hamilton	331	1-8	12	28-1	140		473	3.6	.3	
103) St. Joseph-Hamilton	219					100	418			

Table VII--continued

SCHOOL	ADM 1976	GRADES	STAFF F.T.E.	P.T. RATIO	TUITION 1974	TUITION 1976	C.P.P. 1975	MINORITY %	NONCATHOLIC %	ARCHDIOCESE SUPPORT
104) St. Mary-Hamilton	133	K-8	6	24-1		100	654	6.0	26.3	
105) St. Peter-Hamilton	296	1-8	11	27-1		90	473	2.3	.7	
106) & 107) Catholic Central & Community (East & West)	283					100	457			
109) St. Columban-Loveland	412	2-8	15	27-1			399		1.7	
112) St. Andrew-Milford	336				100	100	487			
114) St. Louis-Owensville	138	2-8	7	20-1	100	100	555		5.1	

Source: Principal's Survey, 1976
Financial Analysis 1975 Archdiocese
Office of Education
September Enrollment Reports

UNIVERSITY OF DAYTON
DAYTON, OHIO 45469

SCHOOL OF EDUCATION

OFFICE OF
EDUCATIONAL SERVICES

September 24, 1976

Dear Building Principal:

The enclosed survey form is a part of the Catholic Elementary School Study commissioned by the Cincinnati Archdiocese. We respectfully request your completing this form and returning it in the enclosed envelope.

The purpose of this survey is to gather pertinent information from each of the elementary schools involved prior to making on-site visitation to selected schools. Information gathered from you, the parish pastor, on-site visitation and the Archdiocese will be used in making the final report.

Sincerely,

John O. Geiger
Director

Herman Torge
Field Services Specialist

HT:jy
Enclosures

CENTER FOR VALUES IN EDUCATION

OFFICE OF EDUCATIONAL SERVICES

ELEMENTARY BUILDING SURVEY

Directions

Please fill in the requested information and/or check any answers that apply. If you want to make any general comments, please include them on a separate sheet of paper and return with this form in the enclosed envelope.

Background Information

School name_____Telephone_____

Address_____
street

_____
city zip

Building Principal name_____

Please check which applies:

Full time_____

Teaching principal_____which grade?_____

Student Information

Please list present enrollment

	K	1	2	3	4	5	6	7	8	TOTAL
Boys										
Girls										
Total										

Please list by ethnic group

Spanish American_____

Black _____

White _____

Other _____

Total _____

Number of non Catholic students_____

Number of students transported at public expense_____

Do you have a school lunch program? Yes_____No_____

If "yes", is it open or closed? Open_____Closed_____

If it is open, approximately how many students leave the building for lunch?_____

Approximate number of meals served daily_____

Building Personnel

Please list the number of persons as requested in full time equivalents (F.T.E.) A person in the building full time would be 1.0 F.T.E., and one there one-third would be .33 F.T.E.

Classroom teachers

K	1	2	3	4	5	6	7	8	TOTAL
___	___	___	___	___	___	___	___	___	_____

Special teachers (F.T.E.)

Art	10	Religious Ed	-		
Music	32	Guidance	8		
EMR	-	Psychologist	2		
LBD	1	Librarian	27		
Speech & hearing	9	Other REM. READING	16	TUTOR	2
Physical Ed.	25	REM. MATH	2	A.V.	2

Number of custodial staff _____ (F.T.E.)

Number of secretarial staff _____ (F.T.E.)

Of all those who teach in the building, please list as requested (number only, no F.T.E.)

Lay men _____ Sisters _____

Lay women _____ Brothers _____

Miscellaneous Information

1. Does the building have a facility for

	Yes	Shared	No
Library	65	2	3
Vocal music	35	13	12
Instrumental music	26	10	24
Health clinic	43	13	9
Physical ed.	48	11	7
Art	21	13	24

2. Do you have objections to any of the organizational patterns for elementary schools as listed following?

Yes	No	?		
5	61	2	(a)	K-8 in one building
22	40	3	(b)	K-3; 4-6; 7-8; in separate buildings
17	47	2	(c)	K-4; 5-8; in separate buildings

3. If your school does not include kindergarten or grade one, would you favor their return?

38 Yes

5 No

8 ?

4. If you do not now have kindergarten or grade one, what factors are keeping them out?

5 (a) Lack of adequate staff

33 (b) No room

39 (c) Lack of adequate finances

7 (d) Too few students

___ (e) Other_____

_____

5. Do you feel your school has been able to adequately support, the past five years, the following areas in order to assure a good Catholic educational program?

Yes	No	?		
53	9	6	(a)	Building maintenance
62	5	-	(b)	Textbook revisions and purchases
46	17	4	(c)	Teachers salaries
59	7	-	(d)	Library material purchases
64	2	1	(e)	School supply purchases
61	11	5	(f)	Adequate custodial and similar staff
56	7	4	(g)	Daily building care
35	15	11	(h)	Proper ratio of religious teachers
___	1	___	(i)	Other SPECIAL TEACHERS

6. Are you finding it difficult to recruit satisfactory teachers?

15 Yes, If "Yes" in what areas? UPPER GRADES 4

54 No MATH-SCI 4

1 ? BLACK TEACHERS 2

For what reason(s)

7 (a) Unable to meet salary competition

5 (b) Lack of supply

2 (c) Lack of qualifications (educational)

4 (d) Lack of qualifications (spiritual, moral, etc.)

___ (e) Other _____

7. Please evaluate the amount of service and assistance provided to your school by the Office of Education.

Adequate	Need More	Need Less		
53	12	-	(a)	School policy development
51	11	1	(b)	Help in teacher recruitment
64	5	-	(c)	Curriculum planning
13	29	-	(d)	Financial assistance
61	6	-	(e)	Religious education
59	7	-	(f)	In-service (Archdiocese)
55	8	-	(g)	In-service (Building)
6	51	-	(h)	Psychological services

8. Please list services not now available from the Office of Education that would be of help.

1. SEE NARRATIVE
2. _____
3. _____
4. _____
5. _____

9. How are materials and supplies purchased by your school?

59 (a) Directly by us from salesmen or jobbers

3 (b) By bid from our office

4 (c) By bid in cooperation with other parishes

23 (d) Most purchases on a once a year basis

8 (e) Other SEE NARRATIVE

10. Do you make use of Institutional Purchasing from the Office of Education?

39 Yes

29 No

11. Would you favor some system of cooperative purchasing on items common to most schools (paper, duplicating materials, office supplies, etc.)?

55 Yes

9 No

7 ?

12. If elementary school enrollment continues to decline, several alternatives are available. Please rank the following courses of action in accordance with your preference (1-most preferred).

___Close one or more elementary schools

___Reorganize elementary attendance areas to more equally distribute students in present buildings

___Maintain the present system

___Other_____

_____

We thank you very much for your help and cooperation.

Please return in the enclosed envelope. Feel free to include any suggestions.

Your returning this survey within one week will be appreciated.

CHAPTER IV

SITE VISITATIONS

As a part of this study, site visitations were conducted on selected elementary schools. The selection of the schools to be visited was made after data were gathered from a variety of sources including that presented in Chapters II and III. From the outset of the project it was realized that it was neither necessary, feasible nor practical to visit all schools. Therefore, criteria were established for selection of schools, criteria based on the purpose of the study.

Because the problem of declining enrollment was one of the primary purposes of the study, it was also a priority item in choosing schools for visitation. Declining enrollments being rather common, this was further delineated. The study staff felt that a decline, while a problem in any school, becomes quite critical when enrollments (ADM) fall below 200. This is based on the reasoning that below this figure it becomes necessary to combine grade levels, the availability of support services declines and the total number of parish families has dropped to a level that makes support of the school by the community quite burdensome. Consideration was also given to ethnic enrollments, Archdiocesan financial support, geographic location and expenditures per pupil. With few exceptions, however, when the ADM criterion was applied the other factors were generally present.

In addition, a number of schools were visited for reason of possible recommendations. In order to make a recommendation, for

instance, to close a building, it was necessary to view another school(s) to determine the viability of such a recommendation.

A total of 28 elementary schools were visited. Included in each visitation were a building and site inspection, an interview with the principal and, in some instances, a discussion with the pastor. It should be noted here that the cooperation afforded the consultants by the principals was outstanding. All were very open in their responses to questions and were extremely helpful in building tours. The following schools were visited.

St. Agnes
St. Aloysius
St. Augustine
St. Bonaventure
St. Boniface
St. Charles Borromeo
Cure of Ars
St. Francis de Sales
Ss. Peter and Paul/Norwood
Resurrection
St. Anthony
St. Francis Seraph
St. Vincent de Paul
St. Veronica
St. Mary
St. Mark
St. Margaret of Cortona
St. James/Wyoming
St. Gabriel
St. Clare
St. Martin de Porres
St. Monica
St. Pius
St. Richard of Chichester
St. Louis/Owensville
St. Leo
St. Bernadette/Amelia
St. Thomas More/Withamville
St. Joseph

Not listed are those schools visited only to determine mileage, location or similar reasons. Not included in this report are the schools in Hamilton, Ohio even though data were collected for them. The Corpus Christi parish on the Northern edge of Hamilton County which transports its students into a rented school in Hamilton (the former Hamilton Catholic Boys High School) is evidently satisfied with this arrangement. The establishment of the Catholic Community Schools in Hamilton is evidence of the kinds of mergers that can take place for the advantage of all concerned even though, as one pastor remarked, "...it is difficult to please one parish,

it becomes three times as difficult to please three parishes."

Clermont County

Four elementary schools in Clermont County were visited.

St. Louis in Owensville is a fairly new school, with adequate facilities that appear to be well maintained. Enrollments are small in most classes making it possible to take on additional students in each grade. Some students are attending from parishes having no school. Merger or cooperation with other schools is not feasible due to distances. As housing developments move eastward from Cincinnati, Owensville should be an area which will grow. The principal is in need of some assistance since she does some teaching, has no secretary and handles the purchasing chores in addition to all other duties required of an administrator.

St. Bernadette School in Amelia is also housed in a fairly new facility. It is up-to-date and well maintained. There is a connecting area to the church which is older but is very acceptable for classroom space. The grounds are spacious and support services are good. The principal, who is new this year, has established two goals for herself: to add the first grade, and to eliminate the combination class in the lower grades. A few students are coming from parishes having no school. St. Bernadette is also the recipient of students who cannot get into St. Veronica and St. Thomas More. Out-of-parish tuition rates seem to be unrealistically low. The parish is small but has real potential for growth. The area is quite accessible to Cincinnati and numerous developments have been undertaken or are being planned.

St. Francis de Sales School

St. Francis de Sales School is located on Madison Avenue, a main thoroughfare. This 100 year old building is situated directly next to the sidewalk with little area available for playground or parking. Numerous deficiencies exist in and outside the building. Considering the age of the building, any program of renovation to bring it to an acceptable minimum level would be extremely expensive and not practicable.

The fifteen foot ceilings coupled with the large areas of window glass make heating an expensive problem. The cubic feet of wasted space taken up by the stariways, the heat loss by the exposed pipes and the outdated radiator heating are items for which any solution other than a major renovation is impracticable. The exterior of the building is in need of attention. Possibly the paint at the time of application was the least expensive alternative, but not the most lasting.

The building interior is clean. The restrooms are spacious and well cared for. But their basement location results in excessive stair traffic; the third floor restroom is small. An excellent Learning Center has been established--carpeted and very conducive to learning. Classrooms, as can be expected in a building of this type, are large; areas are available for tutoring group meetings and student services.

The food service area is quite small; the eating area adequate. There is a gym on the third floor with a stage. It would be adequate for elementary physical education programs but not very practical for grades seven and eight.

This building has outlived its usefulness as an elementary school.

St. Richard of Chichester School

This school, located on North Bend Road, is situated on a large site but with limited blacktop area. The building is of one story brick construction, well maintained, attractive, bright, well kept. Educational facilities, however, are somewhat limited. There are only classrooms for academic instruction. Two of these rooms are rather small having been made from one large room. There is no food service, no physical education facility and no library or media center. Library materials are kept in the classrooms. The administrative office is shared as a teacher room. Although this building is small and has limited facilities it should continue to serve in some educational capacity.

St. Clare School

This school, containing grades one through eight, has two parts. One is referred to as the new building (about 18 years old); the other is called the old building. Both sections are in excellent condition, well maintained, bright and very clean. The new wing is of modern construction. Classrooms are excellent. The old wing has spacious rooms. It is currently being renovated. The lower floor has carpeting that was recently installed. The second floor is to be carpeted in the very near future. There is an excellent library. Food service is limited to a hot sandwich program. There is limited facility for physical education. The play area is small but adequate.

St. Martin de Porres School

St. Martin de Porres School, located in Lincoln Heights, has extreme limitations as a school building. Whatever the reasons may have been for its origin, they certainly no longer hold true today. It is a four-room school housing 89 students in eight grades. There are no hallways. The restrooms located at either end of the building make it necessary for students to move through the classrooms to the toilet areas. Maintenance and daily cleaning are not adequate. (There is no custodian. The pastor takes care of maintenance, repair and grass cutting.) The play area is large but the blacktop is deteriorating. The nearby convent has a cafeteria. Students have an art class there this year. It would be difficult to justify the existence of this school on the basis of the facility.

St. Vincent de Paul School

St. Vincent de Paul School is located on a small, hilly site along River Road on the Ohio River. The community is in an older area and is virtually isolated from the newer suburban community located above the bluffs in the Delhi Avenue area. Access to the new area to the north is either by Delhi Avenue far to the east or by Anderson Ferry Road which is steep and winding.

The school and church are in one building, the school being housed above and behind the church. The 69 students are housed in three classrooms. The church social hall serves as the gym. There is no lunch program. The principal uses the back of her classroom as an administrative office. She has a full teaching load. Two

of the classrooms accommodate three grades each, the other, two grades.

The general condition of the building is fair considering the limited space. The site is steep with very little space and limited parking.

Merger or consolidation efforts were begun several years ago. Because of the opposition by the principal and the community, the matter was dropped. Two pastors have since been appointed who also have high school teaching assignments. Also a new school principal has been employed. The school is financially solvent but with difficulty. There is little that can be done for the children of this school without looking beyond the parish boundaries.

St. Augustine School

St. Augustine is a small school located on Bank Street in the central city. Its small enrollment has made possible (even necessary) a non-graded program. There are seven faculty (all female) for the 91 students in grades K-8.

The school building is located on the third floor of the church building. The basement houses the food service area. The first and second floors are given over to the church and church related activities. The exterior and interior of the building are in good condition, pleasant and well cared for. The heating system seems to be somewhat out of adjustment causing an uneven distribution of heat, especially to the school section of the building. The play area should have a section given over to visitor parking so students at play could be safe from incoming cars.

The entire school program seems well-designed to the needs of its student body which is 59% minority and 59% non-Catholic.

St. Leo School

This school of 171 students in grades 1-8 is located at St. Leo Place to the west of Mill Creek near St. Clair Heights Park. Of the total school population, 54% are non-Catholic and a like percent are minority.

The school is in a building separate from the church. The play area surrounding the school is blacktopped, adequate in size and in good condition, general exterior conditions of the building are good, the paint on the windows is a little thin and in need of attention.

The building interior is in good shape, clean and well maintained. High ceilings in the classrooms (the mark of an older building) lead to heat loss and a lowering of light level.

Facilities include a media center, a food service area and an activity area for music and art. Two classrooms are given over to Title I activities.

The school program is departmentalized at the 5-8 grade level. Grades 1-4 are self-contained. Grades 3 and 4 departmentalize for science and social studies. The school has adopted a levels reading program for all grades.

Resurrection School

Resurrection School houses 160 students of which 19 are kindergarten. Enrollment over the past years had dropped to a

point where the decision had been reached to close the school. However, it was decided to reverse the decision and continue operation. In September 1974, opening enrollment was 202, not including kindergarten. The school projects an increase of 25 students for next year with additional course offerings in grades 7-8. The pastor, on the other hand, indicates a drop in parish families over the past four years from 1200 to 1000 (104 families are represented in the school).

The building is quite large, able to house twice the students presently accommodated. The play area surrounding the building is large and in good condition. The building exterior and interior are in good condition. Heat is supplied by coal which might pose a problem with air standards in the future.

Support facilities are adequate. There is a media center, physical education area, faculty area, administrative office and health area. The program in the school utilizes the continuous progress concept employing team teaching, small group instruction, and individualization.

A great deal of activity has been generated to help the school operational activities such as surveys, door-to-door visitations, use of parent volunteers in school, and fund raising activities. The parish school board meets monthly.

St. Aloysius School

This school is located just off River Road in the Delhi-Saylor Park area. The parish is small, about 300 families, and located in an area of stability and little growth. Students (26)

from St. Simon parish also attend. The building is older, of brick construction, but in good condition. Windows appear to have recently been painted. The play area is adequate with some playground equipment (some in need of repair) and a ball field.

The building interior is in good condition, clean and well maintained. Some step areas are in need of paint. Seven rooms are given over to classroom instruction, grades 2-8. The basement contains the library, boiler, cafeteria, kitchen, restrooms and one classroom. No lunch program is offered, children "brown bag" it. A very small office is available for the principal. The physical education facility is located on the second floor.

The physical location of the school is similar to that of St. Vincent de Paul. Located in an area on the banks of the Ohio River, it is quite isolated from the areas of greatest housing developments which lie to the north of the parish. It is doubtful that these developments will increase the St. Aloysius enrollment.

St. Anthony School

The decision to close St. Anthony School appears to be imminent. Even with support from the Archdiocese, it cannot continue to exist financially. The question still to be answered is where should the St. Anthony students go? Discussions with Cure of Ars and St. Margaret of Cortona have been underway for sometime.

The building is old but in fair condition. At the time of the visitation the school had no custodian. These duties were performed by older students under the principal's supervision. General exterior conditions are good with the exception of some windows

(gymnasium) and some doors. Interior work of a general nature is needed. High ceilings contribute to heat loss. The heating system, which uses radiators, is quite inefficient. The installation, some years ago, of ceramic tile in the halls and cafeteria is commendable. However, the type used is not recommended for high traffic areas. Cleanliness is a constant problem.

Facilities include a gymnasium, large food service area, and adequate storage. The library is very small. A former classroom area has been given over to audio-visual equipment and a small assembly area. The play area is quite small.

Cure of Ars School

This is a very modern, attractive up-to-date building located on a beautiful site. The surrounding area is expansive but hilly restricting the amount of paved play area.

The 175 students are housed in seven classrooms, grades 1-8. The primary rooms on the lower floor are quite spacious, each containing toilet and sink facilities. There is a library with a full-time librarian. The building lacks facilities for food service and physical education. Maintenance and everyday care seem to be excellent.

The principal referred to the discussions that had been taking place with St. Anthony concerning the merger of these two schools. At the time of the interview it had been proposed that the St. Anthony students be incorporated into the Cure of Ars School.

This would be done without any change in the Cure of Ars teaching staff save the possible addition of the St. Anthony principal. The proposal had not yet been finalized.

St. Margaret of Cortona School

St. Margaret School houses 217 students in an excellent facility. While not new, it is quite up-to-date and attractive. The site is spacious with considerable paved area. The school is connected to the church but in a separate wing. The church was originally planned as a gym but that phase of the building program was never carried forward. The old church, a separate structure, now serves as the school gymnasium.

The interior of the building is in excellent condition making good use of space. The basement toilets are, however, in need of major renovation. It is suggested that these be completely over hauled with new stools, lavatories, tile floors, and epoxy wall paint. While this will be expensive, the heavy use of these facilities justifies the cost.

The building has available space to house additional students. It seems that about four classrooms could be added to those currently in use.

Discussions with St. Anthony and Cure of Ars have taken place. Some differences among the three parishes were not resolved during these discussions.

St. Mary School

St. Mary is a school of 434 students in grades 1-8 located in the Hyde Park area of Cincinnati. An older building, it is well-built and in excellent condition, good for many years of use. The play area is small and restricted but site limitations make any alternatives out of the question.

All components of the exterior of the building are in the best of condition. A slight peeling of paint on window ledges was the only deterioration noticed. Extensive window work had recently been done.

The building includes three floors and a basement area. Besides classroom space, accomodations include a gym, food service area, library, administrative offices and a room for remedial services. All areas are clean and well maintained. Two classrooms are housed in an adjacent area.

The survey team is aware that this school has had its auxiliary services funds withheld by the Cincinnati Public Schools Board of Education for reasons of alleged racial segregation practices. Sometime ago there was also a concern over the proposed merger of Holy Cross with St. Mary, again over the problem of racial balance. The merger was not completed. Holy Cross school has since closed its doors. A number of these students are now enrolled at St. Mary.

St. Mark School

This school is located on Montgomery Road, a few blocks south of the Norwood corporation line and Interstate 71.

The site includes a large church, living area and the school. Play area is adequate and in fairly good condition.

Housed in the building are 267 students, 46% of whom are non-Catholic. The parish membership is unable to support the school, consequently the Archdiocese provides financial support.

The building exterior is of excellent construction, but attention should be given to the windows. They are metal and show signs of rust. Exterior doors are also in need of attention.

It was evident that the school did not have the services of a custodian. It is suggested that someone be employed at a reasonable living wage so that conditions within the building do not deteriorate. Without a good custodian, real problems will be created.

The building is roomy, having all the necessary areas for educational programs. There is a gym, a large cafeteria-kitchen area, adequate administrative offices and library facilities. An all-day kindergarten for 21 students is located on the first floor. A teacher area is located at the dead end of the upstairs hall. Much work has been done to brighten the building through the use of light colored paint. Stairways in the building are narrow.

The principal has been involved in numerous attempts to bring about program changes in the area Catholic Schools. The latest discussions were premised on the Purcell-Regina-Miriam consolidation which did not take place.

St. Boniface School

This school, located at 1682 Pullan Avenue houses 192 students,

grades 1-8. It is a large stone structure of recent construction (1947), located on a large site offering a very pleasant atmosphere for students and staff. Maintenance of the building has been kept at a very high level. There are 8 classrooms for academic use and an additional 4 rooms being used for support services. (Two classrooms are being leased to the public schools during the present academic year.) Enrollment has been on the decline the past several years. School personnel describe the program as adequate and further state that they are fortunate in having an active parish school board which hopes to be able to continue the operation of the school.

St. Monica School

St. Monica is located on Herman Avenue. Current enrollment is 125, considerably lower than enrollments of past years (215 in 1970-71). Because of this decline, a portion of the building is not used extensively. The school administration, recognizing the problem of low enrollment, has begun discussions with St. George School. From all indications such a merger will take place next school year.

St. Pius School

St. Pius, located on Borden Avenue on a very restricted site, serves a student population of 208 pupils, grades 1-8. About 97% of the students are non-white. The non-Catholic enrollment is 74%. Many of the families who have children in school are receiving ADC payments. The school has a lunch program serving nearly 100% of of the students. There is a library but little other space for

supportive services. School enrollments are up from a low of 128 in 1971-72. Community and school leaders hope to continue this school since it seems to serve as a focal point for the community.

St. Francis Seraph School

This school, located on East Liberty Street, was constructed in the early years of this century. It is a two and one-half story brick building located on an extremely restricted site with very little play area. In addition to the school, the structure has facilities for resident nuns. The school is located in an area where the general population between 1960 and 1970 dropped over 50%. School population since 1970 has held near the 200 mark. There is an extremely high mobility rate (60%). School officials estimate that 60% of the school families are on ADC. Over 60% of the students are non-white and about the same percentage is non-Catholic.

The building itself is in need of extensive remodeling and renovation to continue serving as a school. Of the 15 classrooms in the building, 8 are being used for academic instruction, 6 for support services, and 1 for Title I programs.

School personnel are making special efforts to provide programs to meet the needs of the students. School personnel indicated that: (1) they would like to add a 9th grade to the school since very few students can afford to go to a Catholic high school; (2) they would like to expand the offerings available to the present student body; and (3) there is a strong, active lay board of education.

St. Bonaventure School

St. Bonaventure is located on Queen City Avenue on a very limited site. Enrollments have declined over the past several years from 237 in 1970-71 to the present enrollment of 130 students. The two and one-half story brick structure contains six classrooms which are used for academic instruction, two for support services and one for storage. There are twelve additional classrooms in an adjoining building which are not used to any extent. There is need for extensive maintenance and renovation if this building is to provide a quality learning environment. A teacher workroom would also be a great asset. The school staff feels the addition of grade 9 would be an advantage since few students attend a Catholic high school. Without a ninth grade these students must attend a public junior high school for one year.

The school administration feels the majority of the parish would resist any attempt at reorganization at this time even though school enrollment is marginal resulting in heavy costs for the parishioners.

St. Charles Borromeo School

St. Charles Borromeo School is located on West Seymour Avenue. It houses 130 students in grades 1-8, a decline from 173 in 1970-71. The play area is limited, however space is available across the street in the church yard. The building has been well maintained and is very clean. The heating system, however, is in need of some attention since it is somewhat unreliable and in need of some radiator replacements. Of the 8 classrooms, 6 are being used for

academic instruction with the additional rooms supplying support services. The special purpose areas of library, physical education, health, storage and custodial seemed to be adequate. A teacher work area is needed. Because of declining enrollments the school faces some critical decisions in terms of its continued existence.

St. Agnes School

St. Agnes is located on Carolina Avenue in the Bond Hill area of Cincinnati. Present student population is 155, a decline of some 100 students over the past 6 years. It has an adequate site with considerable play area but little or no equipment. The exterior of the building, in general, is in good condition with the exception of some window repair.

The interior of the building is in need of attention, being in need of additional cleaning and repair. Paint is needed in the auditorium, basement and second floor hallway. Some rooms evidence needed plaster repair.

Classrooms are small in area. Six are used for instruction, two classrooms are used for support services. One is used as a learning center and is filled with equipment not being used. One classroom is used as the principal's office and teacher workroom. There are adequate areas for physical education, library, band, music, art and food service. Storage space is ample.

The basic problem of the school is finance. The parish is unable to support the school. The tuition receipts are not sufficient income and parish financial support cannot meet the need. It cannot continue much longer under present conditions.

Ss. Peter and Paul/Norwood

Ss. Peter and Paul School is located on Moeller Avenue near Regina School. It houses 155 students in grades 1-8 which is a decline of some 50 students over the past five years. The building could house 220 students. The site is large with swings and a basketball court. Parking is adequate. (Regina is close by.) The building is older but in good condition. A maintenance program is evident. The interior is also in good repair, clean and well maintained. A new restroom has been installed near the gym. A new furnace was installed last year and new electrical outlets were put in several years ago.

There are 8 classrooms being used for instruction and 3 classrooms being used for support services (learning center, teacher workroom, music room). There is a gym/auditorium, but no cafeteria (students bring their lunch or buy hot sandwiches).

The school is facing financial problems brought on by declining enrollment and increased costs. Consolidation efforts with St. Matthew School four years ago failed. St. Matthew and St. Elizabeth have since merged to become Gressle School. Presently, some conversations have been going on with St. Agnes and St. Mark, but to date nothing has developed. The future of this school as presently organized seems doubtful.

St. Joseph School

The school is located on Lincoln Park Drive near Music Hall in a neighborhood consisting primarily of apartments and public housing. On the site are located the Church, the rectory, two school build-

ings, and a mobile home used as the convent. The site is severely limited with no space for play area or parking.

The school areas consist of the larger (main) building which has a basement and three floors and the smaller (annex) houses pre-kindergarten, kindergarten and lower elementary. The remainders are in the annex which recently served as the convent.

The main building shows considerable evidence of recent repair and renovation in the forms of windows, doors, ceilings and paint. Although an old building, it is in good condition and at present seems well cared for. The restrooms were modern and sanitary. The least adequate facility was the gymnasium on the top floor, it being in need of some refurbishing. It was understood that this also serves as the bingo area which is quite well attended, therefore being heavily used.

Access from the main building to the annex is through a basement tunnel. This tunnel also leads to the church housing the food service area. The annex has recently been remodeled from a convent to classroom use. The rooms, being small, are used double for one instructional area. Two floors are used, the third floor renovation has not been completed. Because of the previous use of the building, halls are narrow, stairs narrow and classroom noise is very evident. The use of carpet and acoustical ceiling and upper wall treatment would do much to eliminate noise.

The food service area under the church is huge, able to handle more than the present school population. Evidence here, as well as in other parts of the building, shows considerable attention to cleaning, painting and everyday care.

There are a number of unique features of this school. It has shown a considerable growth the past several years. The school population of over 400 students is 100% black. A breakfast program is available and over one-half of the students take part in the Federal lunch program.

To continue, over one-half of the students are not of the parish. Parents who wish may leave their children after shcool until five or five-thirty o'clock and pick them up after work. There is a small fee for this service. This unique service has helped boost enrollment, especially since it is available for all students, pre-K to grade 8. (The pre-kindergarten will be discontinued next school year because the school was unable to secure a license.)

Tuition rates are graduated from $10 per month for parish members to $35 per month for the pre-kindergarten. Since the parish is small the difference between actual cost and income is made up through fund raising. The principal, who has an excellent understanding of the school's financial structure, expressed concern for the future unless income is increased.

The elimination of the pre-kindergarten will free up some space next year. The present enrollment is taxing the capacity of the buildings.

Finally, the school has an active and representative Board of Education which is involved in the school's life.

CHAPTER V

RECOMMENDATIONS

The recommendations of the study staff are presented in this final chapter of the report. These recommendations begin with those (A) dealing with specific schools and suggested directions each might pursue. The second set of recommendations (B) are of a general nature dealing with items for all schools. The third set of recommendations (C) are those directed to the Office of Education and the Archdiocese.

The study staff wishes to caution the reader and those who might be effected by the recommendations offered. They should not be taken as "law" or "orders" but rather as suggestions to initiate considerable study or as information to be added to that already available. Those who have a great deal at stake in the suggested changes must be involved. The success and ease with which change is effected is in direct proportion to the extent of involvement of persons effected by the change.

A. SPECIFIC SCHOOL RECOMMENDATIONS

Recommendation #1

It is recommended that at present no changes be made in the Catholic Elementary Schools in Clermont County. St. Louis School is small but should be able to continue under present circumstances. As home construction expands eastward from Cincinnati the number of available pupils should grow. It would be advisable for St. Louis School to examine the role of the principal and to bring in some help (secretarial, music). Her present work and responsibilities are overwhelming.

St. Bernadette School is presently receiving overflow students from St. Veronica and St. Thomas More in addition to those from parishes without schools. The principal hopes to expand the school next year by offering grade one and eliminating the combined grade. Amelia is an area of easy access to Cincinnati so that present and future housing developments will make for additional students.

St. Thomas More and St. Veronica are at capacity in most grades, although St. Thomas More could make some classroom space available. If and when these three schools (Veronica, More and Bernadette) at any time feel that some expansion is necessary, it should signal the need for extensive study by all three parishes. Any future major decisions concerning the directions of Catholic Elementary Education for these schools should be as a result of the involvement of all three. It might be worth considering regular meetings by the administration of these parish schools.

Recommendation #2

It is recommended that St. Martin de Porres be discontinued as a school. There are a number of basic reasons for the recommendation.

1. The building is not conducive to education. The plans, lack of facilities and general condition would dictate that it be closed.
2. The racial minority is 100% black.
3. Fifty-six of the 89 students in school are non-Catholic.
4. The parish has not and cannot support the school. The church is only open on Sunday.

5. While it may cause a furor among the parents and perhaps the community, the practicabilities of operating a school of 89 students in a less than minimum standard school building are just not realistic.

Two schools are available within a short distance, St. James/ Wyoming and St. Gabriel. St. James is the smaller school with smaller class sizes. However, it would not absorb the present student body of St. Martin without bringing in staff. (Table VIII)

On the other hand it would not be unrealistic to assume that not all of the St. Martin students would elect to go to St. James thereby making absorption more practical.

St. Gabriel is a larger building with a somewhat larger student body (317). According to the principal it is in the process of dropping one class per year until one class per grade remains. As rooms become available they are put to other uses. Presently the building could accommodate the present St. Martin student enrollment. A comparison of the two schools is shown in Table IX.

St. Gabriel has an additional advantage in that it is located in the same public school district as St. Martin (Princeton City). St. James, on the other hand, is in the Wyoming City School District. Very few of the St. Martin students presently matriculate in a Catholic high school.

Both schools have the facilities lacking at St. Martin. Both could handle the student enrollment. Both St. James and St. Gabriel have some minority enrollments so that transition would be no problem. (See Table XX)

It is therefore further recommended that discussions begin between St. Gabriel, St. Martin and the Archdiocese for possible

TABLE VIII

ST. JAMES - ST. MARTIN DE PORRES
ADM - STAFF - 1976

GRADE	ST. JAMES ADM	STAFF	ST. MARTIN ADM	STAFF	COMBINED ADM	STAFF
K	23	1.	--	--	23	1
1	24	1.	14	.5	38	1.5
2	20	1.	12	.5	32	1.5
3	20	1.	14	.5	34	1.5
4	27	1.	7	.5	34	1.5
5	25	1.	13	.5	38	1.5
6	23	1.	11	.5	34	1.5
7	32	1.	9	.5	41	1.5
8	27	1.	9	.5	36	1.5
TOTAL	221	9	89	4	310	13.0

Source: Principal Survey,
Office of Educational Services

TABLE IX

ST. GABRIEL - ST. MARTIN
ADM - STAFF - 1976

GRADE	ST. GABRIEL ADM	ST. GABRIEL STAFF	ST. MARTIN ADM	ST. MARTIN STAFF	COMBINED ADM	COMBINED STAFF
1	36	1	14	.5	50	1.5
2	30	1	12	.5	42	1.5
3	32	1	14	.5	46	1.5
4	35	1	7	.5	42	1.5
5	30	1	13	.5	43	1.5
6	49	1	11	.5	60	1.5
7	49	1	9	.5	58	2.5
8	56	1	9	.5	63	2.5
TOTAL	317	10	89	4.0	406	14.0

Source: Principal Survey
Office of Educational Services

transfer of St. Martin to St. Gabriel. The question of Archdiocesan support of St. Martin students will need to be considered. Resolution of the St. Martin question should come as soon as possible.

If for some reason the consolidation of St. Martin students into St. Gabriel is not feasible, then discussions with St. James should be initiated. While not the better of the two alternatives, it is desireable to the present situation.

Recommendation #3

Discussions have been underway for some time in what has been called "The St. Richard Study." This study involves five schools:

St. Richard	134	ADM
St. Clare	269	ADM
St. Ann	686	ADM
St. Margaret Mary	614	ADM
Little Flower	546	ADM

No recommendations have been reached by the group. Discussions have been recessed pending the completion of the present study.

It is recommended that merger discussions, involving St. Richard and St. Clare parishes, be continued. Such discussions should finalize as early as possible a date for said merger in order that a schedule of activities could be developed.

The continuation of St. Ann, St. Margaret Mary and Little Flower as separate schools is recommended. All three are of a size sufficient for good educational management. The merger of

St. Richard and St. Clare would still make that the smallest of the schools. The distance between schools also warrants the recommendation. St. Clare and St. Richard are nearer to each other than the other schools. Finally, the merger of St. Richard with any other school would leave St. Clare faced with the possible necessity of future adjustments.

It is further recommended that discussions consider the use of both buildings--St. Richard as lower elementary and St. Clare as upper elementary. Both buildings are in excellent condition and should continue as schools. The size of St. Richard and the lack of certain facilities make it more advantageous as a lower grade building.

It is recommended that consideration be given to adding a first grade for St. Richard parish, thus giving a total of six sections of grades 1-3 to be housed in the St. Richard building. Grades 4-6 could be considered a unit using a staff of 6 teachers, likewise, 7-8 using a staff of 5 teachers. The total staff would number 17 including the additional first grade, which is less than presently employed. It is further recommended that the principal be full-time with offices in St. Clare. A head teacher could be appointed for St. Richard.

If it is possible a room at St. Richard should be designated as a library. Some study of space utilization should take place to assure optimum use of the facilities.

Recommendation #4

It is recommended that St. Vincent de Paul and St. Aloysius begin discussions on the merger of the two schools. Since St.

TABLE X

ST. RICHARD - ST. CLARE
ADM - STAFF - 1976

GRADE	ST. RICHARD ADM	ST. RICHARD STAFF	ST. CLARE ADM	ST. CLARE STAFF	COMBINED ADM	COMBINED STAFF
1	--	--	31	1.0	31	1.0
2	20	1.0	30	1.0	50	2.0
3	14	.5	32	1.0	46	1.5
4	18	.5	28	1.0	46	1.5
5	17	1.0	21	1.0	38	2.0
6	22	1.0	38	1.5	60	2.5
7	24	1.0	49	2.0	73	3.0
8	19	1.33	40	2.5	59	3.83
TOTAL	134	6.33	269	11.0	403	17.33

Source: Principal Report,
Office of Educational Services

Simon is located between the two parishes, and is sending some students to St. Aloysius, it should be included in the discussions. On the other hand, the location of St. Simon (with the greater part of its territory north of the bank of the Ohio River and adjacent to St. Dominic and Our Lady of Visitation) might give reason for the parish to reconsider its situation.

The attempt to merge St. Vincent with another school several years ago met with strong resistance. However, since there are a new pastor and principal a merger could be more easily facilitated. Community support depends heavily on encouragement from the parish leaders.

The St. Vincent facility is simply not suited to a program for eight grades. The parish could not furnish sufficient students even if classroom space were available. It should be combined with another school.

The recommendation to merge with St. Aloysius is based on both geographic and socio-economic reasons. Both parishes are located along the bank of the Ohio River. Both communities are older and well established as opposed to the newer, suburban communities building to the north.

St. Dominic appears to be closer to St. Vincent but access via Anderson Ferry Road is more time consuming than the direct route of River Road to St. Aloysius.

St. Vincent and St. Aloysius Schools should be merged into one building. If absolutely necessary, arrangements could be made to use the St. Vincent building for first and/or second grade, St. Aloysius would then be able to house the remaining classes.

TABLE XI

ST. VINCENT - ST. ALOYSIUS
ADM - STAFF - 1976

GRADE	ST. VINCENT ADM	ST. VINCENT STAFF	ST. ALOYSIUS ADM	ST. ALOYSIUS STAFF	COMBINED ADM	COMBINED STAFF
1	6	.33	--	1.0	6	.33
2	7	.33	18	1.0	25	1.33
3	12	.33	29	1.0	41	1.33
4	5	.44	28	1.0	33	1.44
5	10	.44	32	1.0	42	1.44
6	7	.44	28	1.0	35	1.44
7	2	.67	27	1.0	29	1.67
8	9	.67	32	1.0	41	1.67
TOTAL	68	3.65	194	7.0	262	10.65

Source: Principal Report,
Office of Fducational Services

In merging the two schools, first grade should be provided for both parishes. With first and second grades housed at St. Vincent and the remaining grades at St. Aloysius, the merged school would need less staff than is now employed by both schools. Presently 7-8 grades employ 3.34 teachers. In one building the 70 students could be taught by 3.0 teachers.

Recommendation #5

It is recommended that St. Anthony School be closed. This recommendation is given with the knowledge that the decision has already been made, at the parish administrative level. A recommendation is before the Commission on Education. No action has been taken.

Discussions have taken place among St. Anthony and its two neighboring parishes, Cure of Ars (St. John Vianney) and St. Margaret of Cortona. Differences arose that seemingly could not be resolved. It is hoped that the recommendations of the study staff will help resolve the differences now existing.

Taking the closing of St. Anthony as fact, there are a number of possibilities for the students of that school:

1. Parents could be allowed to send their children to whichever school they wished.
2. They could be divided between St. Maragret and Cure of Ars by some mutually agreed upon method.
3. Students could all be assigned to Cure of Ars.
4. Students could all be assigned to St. Margaret.
5. Students of all three schools could be combined and organized into the two buildings according to some set organizational pattern.

The first solution is obviously undesirable. Parents look to the school and parish for leadership and direction. Left to their own choosing without any direction, it is very possible they would make no choice at all.

The restructuring of the school attendance areas by dividing the St. Anthony School population would be difficult because of its location in relation to the other two parishes. A greater disadvantage would be the possible divisive effect this might have on the parish. Church and school activities are interwoven. What effect would having divided school interest have on the parish membership?

Table XII shows the comparison of student enrollment and staff of St. Anthony and Cure of Ars using present enrollments.

The eight classrooms at Cure of Ars could hold 240 pupils given an average of 30 pupils to a room. Even at 35 students per classroom the total number of students would only reach 280. A pupil-teacher ratio of that number would be ill-advised, especially in the primary grades.

It is realistic to assume that not all St. Anthony students would choose to go to Cure of Ars school. Some parents would send their children to the pubilc school. Seventy of St. Anthony students are non-Catholic. A drastic reduction of available St. Anthony students to 85 (a 50% reduction) would still put 240-250 students in Cure of Ars school. But even if such a drastic reduction occurs, it would not be equivalent throughout all eight grades.

The transfer of all St. Anthony students to St. Margaret of Cortona is another possibility. Table XIII shows the student-staff ratio of that merger.

TABLE XII

ST. ANTHONY - CURE OF ARS
ADM - STAFF - 1976

GRADE	ST. ANTHONY ADM	ST. ANTHONY STAFF	CURE OF ARS ADM	CURE OF ARS STAFF	COMBINED ADM	COMBINED STAFF
1	18	1.0	22	1.0	40	2.0
2	15	1.0	15	1.0	30	2.0
3	13	1.0	16	1.0	29	2.0
4	30	1.0	16	1.0	46	2.0
5	14	1.0	22	1.0	36	2.0
6	29	1.0	22	1.0	51	2.0
7	23	1.0	34	1.0	57	2.0
8	28	1.0	28	1.0	56	2.0
TOTAL	170	8.0	175	8.0	345	16.0

Source: Principal Report,
Office of Educational Services

TABLE XIII

ST. ANTHONY - ST. MARGARET OF CORTONA
ADM - STAFF - 1976

Grade	ST. ANTHONY		ST. MARGARET		COMBINED	
	ADM	STAFF	ADM	STAFF	ADM	STAFF
1	18	1.0	25	1.0	43	2.0
2	15	1.0	26	1.0	41	2.0
3	13	1.0	26	1.0	39	2.0
4	30	1.0	29	1.0	59	2.0
5	14	1.0	25	1.0	39	2.0
6	29	1.0	28	1.0	57	2.0
7	23	1.0	29	1.0	52	2.0
8	28	1.0	29	1.0	57	2.0
TOTAL	170	8.0	217	8.0	387	16.0

Source: Principal Report
Office of Educational Services

At first glance it would appear that this solution is even more unrealistic than the merger with Cure of Ars. Even though St. Margaret has the advantage of available space, the ratio of 30 students to a classroom would result in the accommodation of only 350-360 students. This figure is smaller than the entire student population of both schools, even though it is very possible that not all students will make the change.

Finally a consolidation of the three schools in two buildings is a possibility. Table XIV shows tha ADM-staff comparisons for the three. Using the ratio of 30 students per classroom and making available 8 rooms at Cure of Ars, the 8 presently used at St. Margaret and the additional 4, the capacity of the two schools is 600 students. Using a ratio of 25 students per classroom, the total capacity figure would be realistic.

Therefore it is recommended that the students of St. Anthony be merged with Cure of Ars and St. Margaret of Cortona. The latter two schools should be organized to include the primary grades at Cure of Ars and grades 4-8 at St. Margaret.

Depending upon enrollment this organization would leave at least one room vacant at Cure of Ars. It could be used for some type of physical education program for primary children or perhaps a multi-purpose facility.

St. Margaret has space to accommodate additional students, and it has facilities for special programs for upper elementary grades. Assuming a classroom teacher-pupil ratio of 25-1 or 30-1, the staff of St. Margaret and Cure of Ars could teach between 400 and 480 students. It is recommended that the ratio go no higher and that staff from St. Anthony be given first

TABLE XIV

ST. ANTHONY - CURE OF ARS - ST. MARGARET OF CORTONA
ADM - STAFF - 1976

GRADE	ST. ANTHONY ADM	ST. ANTHONY STAFF	CURE OF ARS ADM	CURE OF ARS STAFF	ST. MARGARET ADM	ST. MARGARET STAFF	COMBINED ADM	COMBINED STAFF
1	18	1.0	22	1.0	25	1.0	65	3.0
2	15	1.0	15	1.0	26	1.0	56	3.0
3	13	1.0	16	1.0	26	1.0	55	3.0
4	30	1.0	16	1.0	29	1.0	75	3.0
5	14	1.0	22	1.0	25	1.0	61	3.0
6	29	1.0	22	1.0	28	1.0	79	3.0
7	23	1.0	34	1.0	29	1.0	86	3.0
8	28	1.0	28	1.0	29	1.0	85	3.0
	170	8.0	175	8.0	217	8.0	562	24.0

Source: Principal Report
Office of Educational Services

consideration as additional classrooms beyond those now used are added. Approximately 100-150 pupils could be accommodated by using the extra classrooms.

If, however, in the final analysis, a merger of St. Margaret of Cortona and Cure of Ars is impossible, then it would be the better alternative to move the St. Anthony students to St. Margaret and leave the Cure School as it is. This however is a poor substitute to an otherwise good solution.

Recommendation #6

It is recommended that the proposed merger of St. Monica School and St. George School be implemented. School and parish officials have been working toward this. School programs at St. Monica are already in transition, consequently the fact of the merger should be accomplished very smoothly.

There are several factors that make this consolidation a realistic solution. The schools are very close to each other. The racial mix of the combination will be more in keeping with the over-all distribution in Cincinnati. Both schools are in an enrollment decline which, while it may not go much lower, is not likely to improve. Hopefully, the merging of the two schools will eliminate combination classes. Table XV shows that with present enrollments, a merger could possibly save staff at grades 2 and 4.

It is recommended that the merger be from St. Monica to St. George. It is further recommended that the number of grades available to students be increased so that both parishes have the same opportunities. In the event that not enough space is

TABLE XV

ST. GEORGE - ST. MONICA
ADM - STAFF - 1976

GRADE	ST. MONICA ADM	ST. MONICA STAFF	ST. GEORGE ADM	ST. GEORGE STAFF	COMBINED ADM	COMBINED STAFF
K	--	--	38	1.0	38	1.0
1	--	--	25	1.0	25	1.0
2	13	.5	19	1.0	32	1.5
3	13	.5	24	1.0	37	1.5
4	15	.66	13	1.0	28	1.66
5	17	.66	24	1.0	41	1.66
6	18	.66	24	1.0	42	1.66
7	29	1.0	27	1.0	56	2.0
8	20	1.0	27	1.0	47	2.0
TOTAL	125	5.0	221	9.0	346	14.0

Source: Principal's Survey
Office of Educational Services

available in the St. George building then a few of the classrooms in the St. Monica building could be used for the lower elementary. The principal of the resulting merger should be full-time.

Recommendation #7

It is recommended that St. Francis de Sales School be discontinued. It is further recommended that the parishes of St. Francis de Sales, St. Mary and St. Mark begin discussion concerning the merger of the students now attending the three schools. It is also recommended that the students be divided among the two remaining schools with the lower elementary in one building and the upper elementary in the other.

An examination of Table XVI shows that the present pupil-teacher ratio for each building, excluding kindergarten to be; St. Francis - 20 to 1; St. Mary - 27 to 1; and St. Mark - 20 to 1. For all schools combined, exclusive of kindergarten, it is 23 to 1. The elimination of the partial staff, which amounts to four fulltime equivalents, while reducing staff would still hold the pupil-teacher ratio to under 26 to 1. This is based on present enrollments. The merger enrollments are likely to drop somewhat depending on the policies initiated by a merger, the enthusiasm and support created for the merger and the resulting willingness of parents to send their children to another Catholic school, especially the non-Catholic parents.

The continued use of the St. Francis de Sales building as a school is not recommended. It is old, in need of a great deal

TABLE XVI

ST. FRANCIS DE SALES - ST. MARY - ST. MARK
ADM - STAFF - 1976

GRADE	ST. FRANCIS DE SALES ADM	STAFF	ST. MARY ADM	STAFF	ST. MARK ADM	STAFF*	COMBINED ADM	STAFF
K	24	1.0	--	--	21	1.0	45	2.0
1	18	1.0	46	2.0	31	1.50	95	4.5
2	21	1.0	55	2.0	31	1.50	107	4.5
3	14	1.0	61	2.0	36	1.75	111	4.75
4	15	.66	56	2.0	33	1.75	104	4.41
5	21	.66	39	2.0	29	1.50	89	4.16
6	16	.66	56	2.0	27	1.50	99	4.16
7	25	1.0	58	2.0	31	1.75	114	4.75
8	11	1.0	63	2.0	35	1.75	109	4.75
TOTAL	165	8.0	434	16.0	274	14.0	873	38.0

*Ungraded program, staff distribution estimated

Source: Principal Report,
Office of Educational Services

of costly repair and maintenance, and too large for the small number of students presently in the building or likely to be available in the future.

There are advantages of the merger of the three schools which engendered this recommendation. The resulting racial mix achieved would compare favorably with the Cincinnati average. Any other combination merger of the three schools would not achieve a satisfactory desegregation. (Table XX)

The question of distribution of grades to the two buildings will need to be carefully studied before final decisions are made. It would appear that the housing of K-3 at St. Mark and 4-8 at St. Mary would be workable. Stairways at St. Mark are fewer and more narrow, better suited to smaller children. Support services at St. Mary seem better for older students. Nevertheless, it would be well to study the matter in greater depth before any final decision is made. One of the significant factors in determining distribution of children will be the matter of curriculum. Is one building better suited for the types of programs to be offered to the students housed there? Will there be greater movement of children within buildings resulting from the type of grouping to be carried out? Again, it is encouraged that considerable attention be given this matter.

If for some reason the above recommendations are not realized, St. Francis de Sales School should still be moved. However, the alternatives are not particularly advantageous. It is not recommended that they be consolidated into the St. Mark School. It would not serve any purpose.

The possibility of a merger between St. Mark and Gressle Schools might be accomplished, but with difficulty. Gressle School

is only a few years in existence having gone through a consolidation (St. Elizabeth and St. Matthew). Whether the parish would be receptive to such a proposal remains to be seen. In addition the two schools are in different communities, Norwood and Cincinnati.

If such a move were brought about then it would be left for St. Francis to move to the St. Mary School. Depending on the number of students involved, space might be a problem.

In the alternative recommendation, the cause of racial balance would be served. The problem of financial support for students from St. Mark and St. Francis would still need to be resolved.

The better solution is the elimination of St. Francis de Sales and the merger of St. Mary and St. Mark. The merger of St. Mark and Gressle is an alternative as is the consolidation of St. Francis to St. Mary.

Recommendation #8

St. Augustine and St. Francis Seraph are two adjoining parishes in the central city area of Cincinnati. Many of the surrounding parishes no longer have schools. These two schools face a similar fate if the trend continues. Both have characteristics similar to each other and to schools in the same circumstance. Enrollment is down, (St. Augustine 91, St. Francis Seraph 197), non-Catholic enrollment is high (St. Augustine 51%, St. Francis 62%), black enrollment is high (St. Augustine 59%, St. Francis 61%) and both schools are in financial difficulties (St. Francis receives Archdiocesan assistance). Both buildings are under used and in need of some remodeling and repair.

It is recommended that St. Augustine School and St. Francis Seraph School be consolidated into the St. Francis building. The St. Francis building has sufficient space to house all of the children. There is a difference in the educational program of the two schools and it therefore is mandatory that the staff and administration meet and develop cooperatively the educational program for the consolidated school.

Table XVII shows a pupil-teacher ratio, excluding kindergarten, of 14 to 1 for St. Augustine, and 22 to 1 for St. Francis Seraph, and 20 to 1 for the total enrollment. A more realistic ratio of 25 to 1 would call for 11 staff, a substantial savings in dollars.

An alternative and viable solution would be the moving of the St. Augustine students to the St. Joseph School. Since St. Joseph will be eliminating its pre-kindergarten classes there would be room. In any event it would be advisable to include St. Joseph in all discussions between St. Augustine and St. Francis Seraph.

Recommendation #9

St. Agnes, St. Charles Borromeo and Ss. Peter and Paul/ Norwood, are three schools in the Bond Hill, Carthage and Norwood areas. All three schools are small, ranging from 130 ADM to 160 ADM. Each school has had a decline in enrollment since 1971-72 (St. Agnes lost 67, St. Charles Borromeo lost 20 and Ss. Peter and Paul lost 23).

Several years ago, merger discussions were initiated between Ss. Peter and Paul, St. Matthew and St. Elizabeth resulting in a

TABLE XVII

ST. AUGUSTINE - ST. FRANCIS SERAPH
ADM - STAFF - 1976

GRADE	ST. AUGUSTINE ADM	STAFF	ST. FRANCIS SERAPH ADM	STAFF	COMBINED ADM	STAFF
K	9	1.0	--	--	9	1.0
1	17	1.0	20	1.0	37	2.0
2	16	1.0	24	1.0	40	2.0
3	9	1.0	23	1.0	32	1.66
4	9	.66	24	1.0	33	1.66
5	11	.66	25	1.0	36	1.66
6	7	.66	21	1.0	28	1.66
7	8	.5	31	1.0	39	1.5
8	5	.5	29	1.0	34	1.5
TOTAL	91	7.0	197	8.0	288	15.0

Source: Principal Report,
Office of Educational Services

consolidated school. St. Elizabeth and St. Matthew became Gressle School. Ss. Peter and Paul chose not to take part. As a result of this it seems unlikely that Ss. Peter and Paul would choose to become part of Gressle school now.

Of the three schools, St. Charles Borromeo and Ss. Peter and Paul are the best maintained. Not one of the three could hold the potential enrollment of all the schools. St. Agnes has the highest minority enrollment (70%) as opposed to a very low percent for the other two (1% and 7%).

Table XVIII shows the distribution of students and staff. It is very evident that a great deal of combining of classes is taking place. At the same time, the pupil-teacher ratio is low in two of the three schools (St. Charles Borromeo - 26 to 1; St. Agnes - 24 to 1; Ss. Peter and Paul - 23 to 1). A combining of students under an approximate 25 - 1 ratio would call for a reduction of at least one staff and the elimination of most combination classes.

Therefore, it is recommended that discussions begin between the parishes of St. Charles Borromeo, St. Agnes and Ss. Peter and Paul/Norwood. The discussions should have as their goal the merger of these three schools into two buildings. At this time, based on an inspection of the three sites it would appear that St. Charles Borromeo and Ss. Peter and Paul are the logical choices with the upper elementary grades assigned to the former. Projecting to next year this would give Ss. Peter and Paul about 250 in grades 1 - 5 and St. Charles Borromeo 190 in grades 6 - 8 providing enrollments hold at present levels, which is not likely. They will probably decline.

TABLE XVIII

ST. CHARLES BORROMEO - ST. AGNES - SS. PETER AND PAUL
ADM - STAFF - 1976

GRADE	ST. CHAS. BORROMEO ADM	STAFF	ST. AGNES ADM	STAFF	SS. PETER & PAUL ADM	STAFF	COMBINED ADM	STAFF
K	--	--	--	--	--	--	--	--
1	16	.66	19	.5	20	.84	55	2.0
2	11	.66	18	.5	15	.84	44	2.0
3	18	.66	16	1.0	10	.84	44	2.5
4	13	.66	18	1.0	23	.84	54	2.5
5	18	.66	16	1.0	22	.84	58	2.5
6	22	.66	25	.5	13	.84	60	2.0
7	13	.5	21	1.0	35	1.33	69	2.8
8	19	.5	22	1.0	22	1.33	63	2.8
TOTAL	130	5.0	155	6.5	160	7.66	445	19.1

Source: Principal Survey
Office of Educational Services

Second choice would be to use the St. Agnes building instead of St. Charles. However, the building is not in as good repair nor are the classrooms as large as the other school. It does have more capacity. The final decision will rest with the study committee who will need to investigate this thoroughly. Traffic between buildings via Seymour Avenue and/or Paddock Road should not be a problem.

The resulting racial mix from the proposed merger would be approximately 30% minority in each of the two buildings. Such a change from present percentages in each school would give support to the Archdiocesan goal of desegregating schools.

Recommendation #10

St. Bonaventure and St. Leo Schools are located in the Fairmount and North Fairmount areas of Cincinnati. Both schools have experienced enrollment declines although not necessarily a steady decline. St. Leo had 195 students in 1970-71 and dropped to 139 in 1971-72. It gradually increased to 186 in 1974-75 and is currently down to 167. St. Bonaventure had 240 students in 1970-71, dropping to 183 in 1971-72. It now stands at 130. St. Bonaventure school is almost totally white while St. Leo is almost 54% black. It is interesting to note that students from St. Leo School go south to Elder and Seton High Schools, crossing St. Bonaventure parish. St. Bonaventure students, on the other hand, go a much longer distance to Roger Bacon and Our Lady of Angels High School passing St. Leo parish.

Table XIX shows the distribution of students and teachers for the two schools. The teacher-pupil ratio for each school is

TABLE XIX

ST. LEO - ST. BONAVENTURE
ADM - STAFF - 1976

GRADE	ST. LEO ADM	ST. LEO STAFF	ST. BONAVENTURE ADM	ST. BONAVENTURE STAFF	COMBINED ADM	COMBINED STAFF
K	--	--	--	--	--	--
1	24	1.0	18	.5	42	1.5
2	21	1.0	14	.5	35	1.5
3	26	1.0	14	1.0	40	2.0
4	19	1.0	20	1.0	39	2.0
5	21	1.0	9	.5	30	1.5
6	24	1.0	12	.5	36	1.5
7	25	1.0	20	1.0	45	2.0
8	11	1.0	23	1.0	34	2.0
TOTAL	171	8.0	130	6.0	301	14.0

Source: Principal Report,
Office of Educational Services

about the same (21-1). A merger of the two schools with the present enrollment could lead to a decrease in staff at the third and fourth grade levels as well as the seventh and eighth grade. By reducing the staff by two the teacher-pupil ratio would be 25-1. Furthermore, a combining of the two student populations would result in a minority enrollment of 30.9%.

It is therefore recommended that the parish school of St. Leo and St. Bonaventure initiate discussion aimed at the merger of the two schools. St. Bonaventure has reached an enrollment that is critical and is becoming an increasingly heavier financial responsibility. Small teacher-pupil ratios are resulting in heavier instructional costs. Buildings occupied at low capacity are expensive on a per pupil basis.

While it will be a decision of both parishes, it would seem that the St. Bonaventure building might be the site to house all the students. Making use of the adjacent building, which is now only receiving marginal use, would increase the overall capacity. If this is not possible, both buildings could be used, which would still result in a more efficient use of staff.

While there may be parish opposition to any move toward a merger, the question of survival is paramount and it is probable that only a merger can insure Catholic education for both parishes.

Recommendation #11

Like many other schools in the Archdiocese, enrollment at Resurrection School has been on the decline. Parish membership has also declined (from 1200 to 1000 families over the past four years). Present school enrollment stands at 160 as compared with 329 in 1970-71 and 276 in 1971-72.

According to the principal, the school was ready to close two years ago with a projected enrollment of about 125. An all out effort was made at that time to keep the school open. An extensive visitation campaign was undertaken and financial aid projects were conducted. While student enrollment is down (ADM includes 19 kindergarten), school officials, pastor and parish leaders are optimistic.

An active school board is involved in the school. An increase of some 25 students is projected for next year and additional curricular offerings are planned. Parish tuition is high ($200 for one child, maximum of $400). Continual efforts are in evidence that would indicate a "wait-and-see attitude" concerning this school.

In the event Resurrection's projections do not materialize, there are three schools nearby that are possibilities for the students; St. Lawrence (ADM 382), St. Theresa (ADM 680) and St. William (ADM 711). St. Lawrence is the closest and the smallest but the others have also experienced enrollment declines in the past five years that would indicate space.

It is recommended that the Resurrection School place itself in an "alert" position preparing for a decision to be made in September/October of 1977. If enrollment increases as expected (25 ADM) then it should continue efforts to promote further increases or at least stabilization. Should enrollment continue its downward trend, then immediate steps should be taken to invite discussions with St. Theresa, St. Lawrence and St. William.

Recommendation #12

St. Pius School located in the South Cumminsville area has 208 students an increase of over 50 in the past five years. Of the total student body over 94% are black and 72% are non-Catholic. The school is receiving direct financial support from the Archdiocese.

St. Boniface School is located in the Cumminsville areas separated from St. Pius by Colerain Ave. and Interstate 74. Its student population of 194 is almost 95% white. It receives no direct support from the Archdiocese.

While neither school has declined in enrollment to the point where survival is a problem, St. Pius could not survive without the aid it receives from the Archdiocese.

A merger of the two schools would bring about a favorable black-white ratio (51.8% black) for both. Using the two schools does have its problems. While not far apart the schools are separated by the barrier of Interstate 74. In addition, it is doubtful that a merger could survive without the support the Archdiocese now gives St. Pius.

A merger of St. Pius and St. Boniface is recommended. A study committee should be initiated to include school leaders, parish leaders and representatives from the Office of Superintendent, charged with the responsibility of studying the school situation and making recommendations.

Recommendation #13

It is recommended that St. Joseph School continue to function in its present capacity and on the present site. It serves in a

unique capacity both for its neighborhood and for those outside the parish.

An alternative to the St. Augustine-St. Francis Seraph consolidation would be to bring the students from St. Augustine to St. Joseph. With the elimination of the pre-kindergarten, St. Joseph will have space available. There are fewer students at St. Augustine than St. Joseph will be losing. The proposed discussions for St. Augustine and St. Francis Seraph should include St. Joseph.

In addition, it is recommended that a more realistic approach be taken in regard to the school fee structure. The tuition rates for out of parish and for non-Catholics are much too low. The after school service for parents should be high enough to include not only personnel cost, but those hidden costs of heat, light, custodial, etc. The present service would be a bargain at twice the price.

It is recommended that the involvement of the Board of Education be continued. Projections of needs must be placed before them and sources of income considered so that the future of St. Joseph School not be in doubt. The involvement of these people will to a great extent assure the continued existence of St. Joseph School.

B. GENERAL RECOMMENDATIONS

Recommendation #1

It is recommended that all elementary schools be administered independent of the parish and be fiscally responsible to themselves while still maintaining optimum parish support. A number

of the principals and school personnel continue to be in doubt about the financial realities of operating a school. One of the reasons appears to be that they have never really had this responsibility.

Recommendation #2

It is recommended that uniform and detailed accounting and cost analysis systems mandatorily be used by all of the schools, with reports being filed semi-annually with the Superintendent's office. At the present time it is almost impossible to determine actual cost per pupil and the reasons for the great variance in cost per pupil at the various schools.

Recommendation #3

It is recommended that in determining costs per pupil (which is the basis for non-Catholic tuition charges) a realistic cost be computed for religious faculty. Such a figure should include the salary they would receive were they lay teachers with similar training and experience. Schools with a higher ratio of religious staff now show a deflated per pupil cost.

Recommendation #4

It is recommended that where several parishes are involved on one or more schools, under one administration, a uniform fee per grade, per pupil be assessed directly to each parish for each pupil in attendance. The direct tuition charge to the family (if any) should be handled by the school.

Recommendation #5

It is recommended that the non-Catholic tuition charge reflect a realistic per pupil cost.

Recommendation #6

It is recommended that every elementary school or consolidated school have an active, appointed and representative board of education charged with the responsibility of approving the yearly budget presented by the principal. It should be realized that this procedure will afford the opportunity to disseminate the information in the parish, legitimatize the allocations and the educational decisions of the principal and, in various cases, provide principals with needed help in budgeting. This will particularly be the case where individual board members possess business management skills.

Recommendation #7

It is recommended that co-operative purchasing be implemented as soon as possible. Like their high school counterparts, the elementary principals overwhelmingly support co-operative purchasing and believe the potential savings significant.

Recommendation #8

It is recommended that the concept of the parish school as a guiding principle be replaced with the concept of one school serving clusters of parishes, especially when:

1. The concept will promote desegregation.
2. The concept will represent a financial savings.

3. A new school is being contemplated.

4. It will facilitate a good educational program.

C. RECOMMENDATIONS TO THE ARCHDIOCESE

Recommendation #1

It is recommended that the Archdiocese consider a school site for special education. Included in such a school would be classes for Learning Disabilities, both primary and intermediate. It could also include classes for EMR. With few exceptions, school principals felt this to be a need. There is presently only one school with an LD class. A school such as St. Monica, if it were closed would be suitable for this purpose. More ideal would be a school with several classrooms available so that students could be mainstreamed when they have progressed sufficiently. This recommendation is made realizing that such a school would of necessity require both higher tuition rates and support from the Archdiocese.

Recommendation #2

It is recommended that a policy be adopted by the School Board stating that no consolidation will be approved unless it demonstrate that the consolidation will at least not deter from the aim of desegregation.

Table XX shows the minority enrollments resulting from various merger possibilities including those recommended.

It is further recommended that the Archdiocese adopt a policy for distributing financial assistance to elementary schools which foster desegregation in those schools. The purpose of the so called "missionary schools" should not outweigh the Christian and civic responsibility to desegregate.

TABLE XX

MINORITY PERCENTAGES RESULTING
FROM MERGER OPTIONS

SCHOOL	ADM	% MINORITY	COMBINED ADM	COMBINED MIN.%
A. St. Martin de Porres	89	100.0		
St. James/Wyoming	222	10.4	311	36.0
St. Martin	89	100.0		
St. Gabriel	317	16.7	406	34.9
B. St. Richard	131	9.9		
St. Clare	268	17.9	399	15.3
St. Margaret Mary	614	1.1	1013	6.7
C. St. Leo	174	53.8		
St. Bonaventure	130	5.7	304	33.2
D. St. Augustine	91	59.8		
St. Francis Seraph	196	60.9	287	60.9
E. St. Monica	120	0.0		
St. George	218	64.3	338	41.5
F. St. Vincent de Paul	68	0.0		
St. Aloysius (Delhi)	194	0.0	262	0.0
G. St. Agnes	150	78.6		
St. Charles Borromeo	130	1.0	280	42.6

Table XX--continued

SCHOOL	ADM	% MINORITY	COMBINED ADM	COMBINED MIN.%
St. Agnes	150	78.6		
St. Charles Borromeo	130	1.0		
Ss. Peter & Paul/Norwood	149	6.7	429	30.1
H. St. Anthony	176	57.4		
Cure of Ars	173	6.4	349	32.1
St. Anthony	176	57.4		
St. Margaret of Cortona	216	2.8	392	27.3
St. Anthony	176	57.4		
St. Margaret of Cortona	216	2.8		
Cure of Ars	173	6.4	565	20.9
I. St. Francis de Sales	165	75.8		
St. Mark	275	93.1	440	86.6
St. Mary	433	1.4		
St. Francis de Sales	165	75.8	598	21.9
St. Mary	433	1.4		
St. Mark	275	93.1	708	37.0
St. Mark	275	93.1		
St. Francis de Sales	165	75.8		
St. Mary	433	1.4	873	44.3
J. Resurrection	155	4.0		
St. Theresa	680	0.0	835	0.1
Resurrection	155	4.0		
St. Lawrence	382	1.0	537	2.0

Table XX--continued

SCHOOL	ADM	% MINORITY	COMBINED ADM	COMBINED MIN.%
K. St. Pius	208	94.2		
St. Boniface	192	57.3	400	51.8

Source: Principal's Survey,
Office of Educational Services

Recommendation #3

It is recommended that the Archdiocese adopt a clear philosophy and policy statement regarding Archdiocesan support of certain schools-- which are overwhelmingly inner-city often with a majority of non-Catholic students. It should be made clear whether this support is to be temporary or permanent. It should be made clear whether the funds are distributed on some specific criteria such as the economic make-up of the parish, the parish's effort to support its own school, and the demonstrated value of the educational program.

Recommendation #4

It is recommended that a "Restructuring and Planning Committee" be established on a permanent basis. This committee would have the responsibility of reviewing the annual reports from each school, advising the staff from the Superintendent's Office regarding "problem schools", advising on tentative solutions and reporting to the Archdiocesan School Board.

Recommendation #5

It is recommended that the Superintendent's Office should help schools operationally define "survival for the elementary schools." Given such guidelines schools in trouble, when identified by the Superintendent's Office or by the school administration, could begin to make plans for program changes, increasing recruitment efforts, consolidations, etc. For instance, the financial demands (in terms of percentage increases) in the next five years may not match those of the past five, particularly if the consolidations herein recommended are implemented. But,

tuitions will need to continue to rise. For instance, it may be estimated that an elementary school not receiving $475.00 from at least 200 students may have trouble surviving.

Recommendation #6

It is recommended that a clear policy statement be developed which outlines the steps to be taken if a closing, merger or consolidation is contemplated. Too many principals informed the study staff that they were unaware of the procedures to be followed in such situations.

The study staff is aware that a document is in preparation and near completion that would implement this recommendation as well as the previous two recommendations. It is hoped that the publication will be available before the end of the current school year.

Recommendation #7

It is recommended that as some school enrollments increase to the extent that additional space is required, the Archdiocese explore the possibility of using space in nearby Catholic elementary schools. Because the Archdiocese encompasses an area which includes the full spectrum of schools increasing in enrollment and schools experiencing drastic declines, it is in a position to do what many public school districts are unable to do. This possibility should definitely be encouraged when desegregation will be fostered.

Recommendation #8

It is recommended that the principle that the "decision should be made at the lowest level feasible" needs to be clarified

with simple precise policy statements. Too many principals expressed the feeling that they lacked a clear understanding of what the concept means, especially regarding closings, mergers or consolidations.

Recommendation #9

It is recommended that the Superintendent's authority be strengthened and that his staff be expanded. In the interviews, the principals indicated that they need more assistance in such areas as curriculum planning, legal services, finances, grantsmanship, planning for enrollment changes, planning consolidations, mergers or closings. They indicate the Superintendent's staff is now doing as much as can be expected but it is overworked and overextended. While increased services from the Office would be beneficial, many principals are also concerned about the Superintendent's lack of authority. As several of them put it, "The Catholic Schools of Cincinnati are not part of a system; they're part of a non-system of federation." The Superintendent's lack of authority (and the extreme decentralization which accompanies that lack) places him in the managerially unsound position of having responsibility without authority.